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ABSTRACT

This manual is intended to acquaint counselors with CHOICES, a computer-assisted career information program. Following an overview of the CHOICES system, and a brief discussion of the usefulness of the program for counselors, the three-step CHOICES process is presented: Step 1, the Initial Interview (pre- CHOICES), involves determining student suitability, introducing the student to CHOICES, and preparing the student to use the guidebook and the guidesheet; Step 2, The Terminal, calls for reviewing the guidesheet and using the terminal; Step 3, the Third Interview (post-CHOICES), involves discussing the printout and developing the follow-up plan. Directions for using the CHOICES routes or strategies to access the information, are explained including explore, specific, compare, relate, job bank, and education file. Career information topics covered in CHOICES are also described including interests, aptitudes, temperaments, education level, working conditions, future outlook, earnings, hours of work/travel, physical demands and activities, indoor/outdoor, career fields, and training required. Sections which deal with using the terminal, sources of CHOICES information, and practical considerations in using CHOICES are also included. A final section presents ideas for career center counseling materials and organizational tips recommended by Florida career counselors. The appendices contain a conversion table from GATB raw scores to CHOICES aptitude levels, a Florida State Employment Services Job Bank map, and a glossary. (MCF)

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1982 FLORIDA 1983

CHOICES

COUNSELOR MANUAL

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Questions and comments about this Manual may be addressed to FLORIDA CHOICES, Center for Career Development Services, Department of Education, Knott Building, Tallahassee, FL 32301 (904) 488-0400.

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FLORIDA CHOICES

COUNSELOR'S MANUAL

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CHAPTER I

FLORIDA CHOICES - AN INTRODUCTION

During the career decision-making process people naturally seek the answers to many questions. We know that finding the "right" occupation is a process that happens over a period of time and often more than once in a lifetime. As people make career decisions everyone considers, to some degree, the following questions:

> "What can I do well?"
>
> "What do I enjoy doing?"
>
> "What am I looking for in a career?"
>
> "What preparation will I need?"
>
> "How can I find out which occupations will satisfy my interests, abilities, values, and educational plans?"

Helping people find answers to such questions becomes the crux of effective vocational counseling. CHOICES can help answer these questions by providing information and a strategy for relating oneself to the world of work. CHOICES accesses a comprehensive, up-to-date and localized data bank of career information at a speed beyond human capability. This information is presented in a non-threatening, low-risk manner that encourages students to explore a wide range of career opportunities.

Students communicate with CHOICES via a computer terminal that guides them through the system using a question and answer format. The system responds instantly to questions allowing students to immediately see the consequences of their decisions. Students can change their answers and exploration routes throughout the program. This strategy permits them to become more active participants in the occupational decision-making process.

Both counselors and students find the terminal easy to use. In fact, students could walk in off the street, sit down at the terminal, and start conversing with CHOICES with virtually no instruction. However, this simplicity can be deceptive. The vocational decision-making process is both complex and subtle. Students can gain full benefit from CHOICES only if the system is used as part of a total career counseling process.

Your students will enjoy working with CHOICES. Many will be surprised to learn that the program can be both beneficial and fun to use. You should take advantage of their anticipation and curiosity about "talking with a computer." You'll probably find many students who will voluntarily dedicate considerable time and energy preparing for their conversation with CHOICES.

Because the CHOICES terminal is easy to operate, most students will be able to use the terminal by themselves. However, you will be very needed to help your students understand the process before they use CHOICES and to help them understand what they have learned about themselves after they use CHOICES.

CONTENTS IN CHOICES - AN OVERVIEW

It may be helpful to think of CHOICES as a huge library of career information that can quickly be accessed and used in a variety of ways.

Your students will want career information for many reasons. Some may be fairly certain about their career and educational plans, needing only additional information to confirm them. Others will be unsure of their aspirations and are searching for ideas and goals. CHOICES can help by accessing information five different ways. These ways or ROUTES include the following:

1. EXPLORE Route - Gives users, based on their responses to twelve sets of variables, a list of occupations that may be of interest to them.
2. SPECIFIC Route - Takes users directly to any occupation in the system they wish to consider, providing either total or specific information on that occupation.
3. COMPARE Route - Compares two or three occupations simultaneously so that users can compare occupational similarities as well as differences.
4. RELATE Route - Gives users an opportunity to see what other occupations have related characteristics to those occupations which they have previously determined as satisfying.
5. JOB BANK Route - Helps users scan actual job openings throughout Florida by job title, location, or public/private sector. This feature is updated each day by the Florida State Employment Service.

*6. EDUCATION File - Provides information on Florida's public, post-secondary institutions.

A student who is unsure about career goals will benefit most by using EXPLORE. For those who need detailed information about a particular job, SPECIFIC will be the appropriate route. If your student would like to see how one occupation compares to or is different from another, COMPARE is the route to use. RELATED is helpful if the student has a job in mind and would like to know about other jobs that have some of the same qualities. This route is often used with people who have skills from training or a previous job and would like to find other related occupations. The fifth route, JOB BANK, will be useful to help students see the kinds of jobs available in today's job market or to actually help place job-ready students in current openings listed with Florida State Employment Service. The EDUCATION file will give a client information on Florida's public, post-secondary institutions and the programs they offer.*

* 1st version available late Fall, 1982.

With your help, CHOICES can be an excellent tool to assist students in becoming more knowledgeable of themselves and occupations. Throughout the first four routes, they can explore a number of topics related to occupational choice. These topics will consider their interests, aptitudes, temperaments, and level of education, as well as the working conditions, future outlook, earnings, hours of work and travel, physical demands, physical activities, indoor/outdoor considerations and career fields associated with the job.

The unbiased nature of the computer will help them disregard any preconceived notions they may have about occupations. It will help them focus in on what they already know about themselves to answer such questions as:

QUESTIONS:	CHOICES TOPIC:
What can I do well? What are my strengths?	Aptitudes
What types of things do I like to do?	Interests
How much money do I want or need to earn?	Earnings
What kind of working conditions am I willing to accept?	Environmental Conditions
How physically demanding is the job? Will I have to do a lot of lifting?	Physical Demands
Are there any clerical openings today for the Orlando area?	Job Bank

Students can input their responses to these, as well as many other questions and receive immediate feedback. Each time they submit a response to a question, the computer will sort through the career file to eliminate inappropriate occupations. They can consider other alternatives and quickly see how this will affect the computer's selections.

You will need to make one thing very clear to your students. CHOICES, as with other systems, cannot tell them what they should do with their lives or how successful they will be in a particular occupation. Rather, the system is designed to generate "clues" and stimulate ideas concerning occupational choice. These "clues" to the student's vocational needs are used by the system to generate a list of compatible occupations. It is important that students understand that the computer suggests occupations based on their input. The appropriateness of the suggested occupations is directly proportional to the validity of this input.

Where do counselors fit in? Are they being replaced by machines? No, indeed. Counselors are essential to the success of the CHOICES three-phase counseling process. It is the counselor who decides whether or not CHOICES would benefit a particular student. It is the counselor who helps the student select topics to be considered and checks for consistency and realism. And, finally, it is the counselor who is responsible for meeting with the student to discuss and review the list of suggested occupations.

The computer cannot provide all the answers. However, it will give you a vast amount of information quickly, efficiently, and in a manner your students will enjoy. In fact, we believe you'll find that CHOICES can relieve you of many of those time-consuming tasks inherent in the dispension of career information. This will allow you to more fully concentrate on the necessary counselor-to-student aspects of vocational counseling. Your full attention can then be focused on helping students identify their occupational needs and develop plans to satisfy them.

CHAPTER II

COUNSELING WITH CHOICES--

How a Computer Can Now Make Your Job A Little Easier

How you use CHOICES to counsel your students will depend upon their needs and stage of vocational development.

CHOICES can assist you and your students in the following ways:

1. CHOICES HELPS STUDENTS MAKE OCCUPATIONAL DECISIONS BY:

   - Providing up-to-date and comprehensive career information necessary to make informed occupational decisions.
   - Providing information to reinforce previously made occupational decisions.
   - Allowing students to test their perceptions of work to the real world in a non-threatening environment.
   - Providing suggestions about potentially suitable occupational groups.
   - Listing actual job openings provided through Florida State Employment Service.
   - Providing information on educational institutions and the training programs they offer.

2. CHOICES HELPS STUDENTS DEVELOP DECISION-MAKING SKILLS THEY CAN USE IN A VARIETY OF WAYS BY:

   - Teaching students to weigh the importance of various factors when making decisions.
   - Helping students examine alternatives before making decisions.
   - Showing students that order can be imposed on seeming chaos by breaking down a mass of information into a series of manageable concepts.
   - Helping students separate values important to them from less important values.

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3. CHOICES HELPS STUDENTS DEVELOP AN AWARENESS THAT THEY HAVE CONTROL OVER AND RESPONSIBILITY FOR THEIR OWN WORKING LIVES BY:

   - Showing them how their decisions will affect their occupational opportunities.
   - Suggesting to those who lack self-confidence that they can influence the direction of their lives, and find occupations that meet their needs.
   - Listing salaries and actual job openings that they can apply for.

4. CHOICES HELPS STUDENTS DEVELOP FLEXIBILITY BY:

   - Teaching them how to use information to find a balance between their job expectations and their personal needs.
   - Teaching them to recognize and use personal alternatives effectively.
   - Teaching them that there is rarely one perfect solution, but rather a variety of potential alternatives to be considered when making career decisions.

5. CHOICES HELPS CLIENTS DEVELOP OCCUPATIONAL PLANNING SKILLS BY:

   - Providing information for making career plans.
   - Allowing them to practice making and carrying out a plan of action.

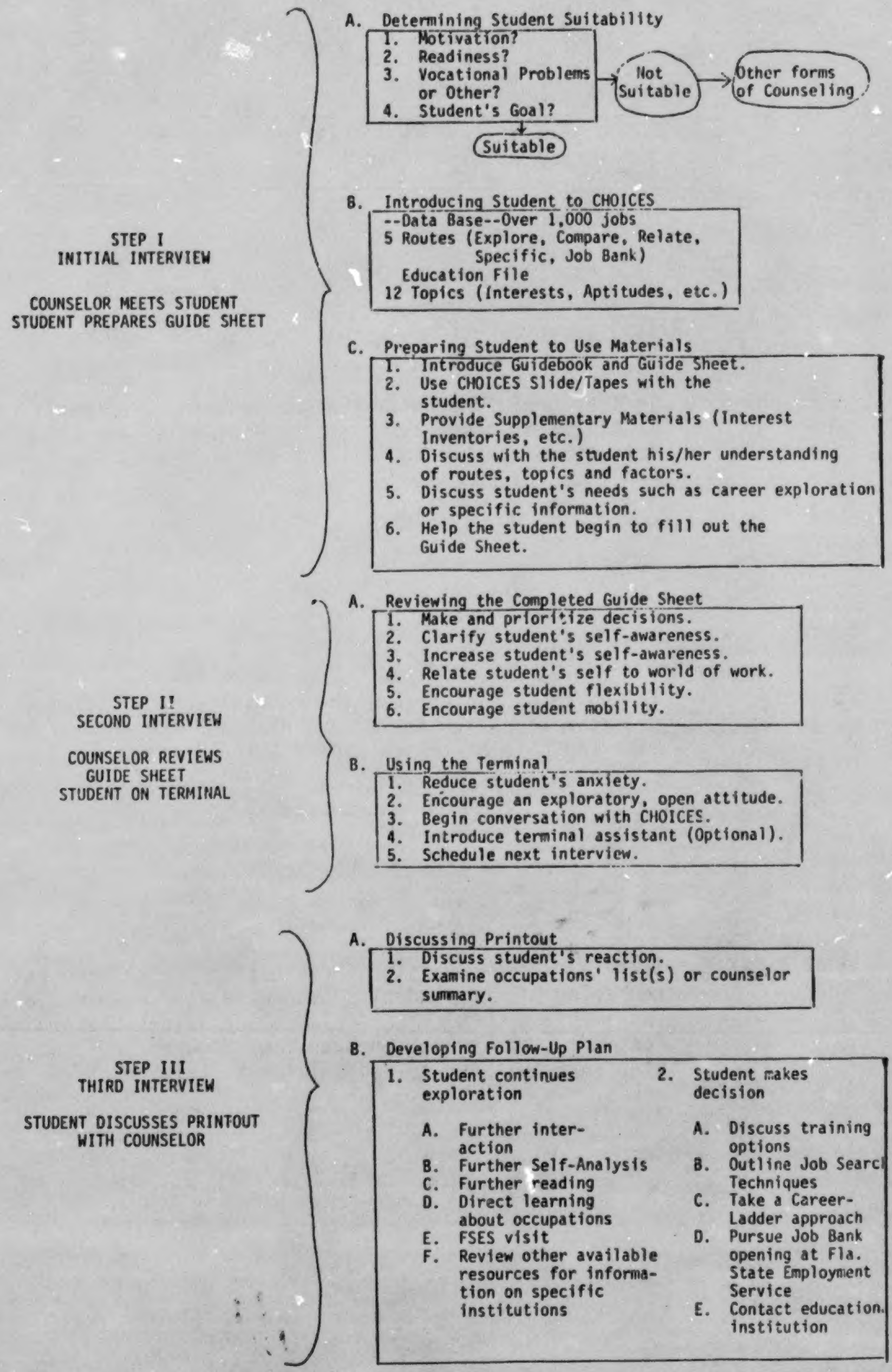
The goal of employment and vocational counseling is to help students successfully integrate themselves into the work force. CHOICES helps a student make a realistic occupational decision and encourages them to act upon that decision. The system can be used for short term job counseling or as an integral part of long term vocational counseling. The method for using the system remains essentially the same in either case.

CHOICES provides information. Your role as a counselor is to help students identify what information they need and show them how to interpret that information.

An effective model when using CHOICES is the three-step counseling process. This process is described on the following page and is provided as a guide.

FIGURE I

CHOICES THREE-STEP COUNSELING PROCESS OVERVIEW



STEP I
INITIAL INTERVIEW

COUNSELOR MEETS STUDENT
STUDENT PREPARES GUIDE SHEET

A. Determining Student Suitability
1. Motivation?
2. Readiness?
3. Vocational Problems or Other?
4. Student's Goal?

B. Introducing Student to CHOICES
--Data Base--Over 1,000 jobs
5 Routes (Explore, Compare, Relate, Specific, Job Bank)
Education File
12 Topics (Interests, Aptitudes, etc.)

C. Preparing Student to Use Materials
1. Introduce Guidebook and Guide Sheet.
2. Use CHOICES Slide/Tapes with the student.
3. Provide Supplementary Materials (Interest Inventories, etc.)
4. Discuss with the student his/her understanding of routes, topics and factors.
5. Discuss student's needs such as career exploration or specific information.
6. Help the student begin to fill out the Guide Sheet.

STEP II
SECOND INTERVIEW

COUNSELOR REVIEWS
GUIDE SHEET
STUDENT ON TERMINAL

A. Reviewing the Completed Guide Sheet
1. Make and prioritize decisions.
2. Clarify student's self-awareness.
3. Increase student's self-awareness.
4. Relate student's self to world of work.
5. Encourage student flexibility.
6. Encourage student mobility.

B. Using the Terminal
1. Reduce student's anxiety.
2. Encourage an exploratory, open attitude.
3. Begin conversation with CHOICES.
4. Introduce terminal assistant (Optional).
5. Schedule next interview.

STEP III
THIRD INTERVIEW

STUDENT DISCUSSES PRINTOUT
WITH COUNSELOR

A. Discussing Printout
1. Discuss student's reaction.
2. Examine occupations' list(s) or counselor summary.

B. Developing Follow-Up Plan

1. Student continues exploration
   A. Further interaction
   B. Further Self-Analysis
   C. Further reading
   D. Direct learning about occupations
   E. FSES visit
   F. Review other available resources for information on specific institutions

2. Student makes decision
   A. Discuss training options
   B. Outline Job Searc
   Techniques
   C. Take a Career-Ladder approach
   D. Pursue Job Bank opening at Fla. State Employment Service
   E. Contact education
   institution

COUNSELING WITH CHOICES

THE THREE-STEP PROCESS

Briefly the counselor/student process is as follows:

STEP ONE	-	In step one, frequently a group session, the counselor meets the student, assesses the student's needs and introduces him/her to CHOICES, the Guidebook/Sheet and the CHOICES slide/tapes.
STEP TWO	-	In the second interview, the counselor and student work together to review the Guide Sheet and use the terminal with the help of the completed Guide Sheet.
STEP THREE	-	The third step consists of evaluation by the student and counselor of the student's "conversation" with CHOICES and a follow-up plan to implement decisions the student has made (see Three-Step Overview, Figure 1). These steps are outlined in depth later in this chapter.

STEP ONE: THE INITIAL INTERVIEW: PRE-CHOICES

Your initial interview will cover these three areas:

A. Determining student suitability

B. Introducing the student to CHOICES

C. Preparing the student to use the Guidebook/Sheet and slide/tape.

A. Determining Student Suitability

Not all students will benefit from CHOICES. Before you decide whether a student needs to use CHOICES it will be helpful to consider the following points:

1. Student motivation

   Why does your student want to use CHOICES? What does he/she expect to get out of it? Some students may simply be curious. Once they discover the time and effort they'll have to invest, they may lose interest. If they are not prepared to make this effort, discourage them from using CHOICES.

2. Student readiness for making a vocational decision

   Is your student seriously considering vocational plans or simply using the terminal as a "novelty?"

3. Vocational versus personal problems

   Are your student's problems primarily vocational in nature or are they personal, emotional problems?

4. Assessing the student's goal

   Does your student know what he/she wants to do? Is he/she already looking for a job? If so, CHOICES JOB BANK will be the appropriate route to use. However, exploration of other jobs and CHOICES routes may be beneficial to them.

B. Introducing The Student To CHOICES

Even though CHOICES is easy to use, it may appear mysterious and complex to your student. You can allay these fears by giving them a brief overview of the system that explains the:

1. PURPOSE OF THE SYSTEM	To help students make potentially satisfying and appropriate vocational decisions.
2. CONTENTS OF THE SYSTEM	The CAREER FILE contains EXPLORE, RELATED, COMPARE, SPECIFIC and 12 Information Topics. Job Bank contains jobs currently available through Florida State Employment Service. The Education File contains specific information on schools.
3. DELIVERY OF THE SYSTEM	Consists of a computer terminal and a student typing in responses.
4. PREPARATORY MATERIALS	A Guidebook/Sheet and Career Index are necessary tools. The slide/tapes are optional.

Make sure your students understand how to use the Guidebook. A good approach is for you and your student to examine each route and topic together. You may also want to use the slide/tape presentation that explains how to complete the Guidebook and the CHOICES Overview Slide/Tape presentation.

C. Preparing The Student To Use The Guidebook and Guide Sheet

For effective use of the system, students should identify their needs and interests before using CHOICES. The Guidebook has been designed to help them with this identification. You should be aware of what the Guidebook contains and how it is to be used.

Your student's level of self-awareness may determine whether or not other self-assessment instruments should be administered prior to their completion of the Guidebook. The GATB (General Aptitude Test Battery) can be helpful to those students who are uncertain of their aptitudes. Other assessment tools such as interest inventories may also be beneficial.

*The Appendix, page 92, contains information on using GATB scores with the Aptitude section of CHOICES.

The Guidebook begins by telling students how easy it is to use the terminal and what type of information they can get from the system. The primary purpose of the Guidebook is to take the student, step by step, through the various topics of the Explore route. Students should be encouraged to complete all of the topics. The last section - ask them to prioritize these topics before using the terminal.

Remember:

1. During this time, students should be able to describe to you their understanding of the routes and topics. It is very important that they realize that unrealistic input yields unrealistic output from the system, devaluing their interaction with CHOICES.

2. In addition to helping students define CHOICES terminology, you will want to query them on their reasons for selecting certain topics and their prioritization of those topics. Open ended questions like the following are helpful:

   - What appeals to you about your order of topics?
     Example: 1. earnings; 2. interests; 3. future outlook; 4. education

   - Would you consider alternatives?

   - How important is the factor "working to improve the social conditions of others" to you?

3. Help students see the difference between the amount of information they currently have on an occupation and how much CHOICES can provide, especially within the topic areas.

4. Make sure your students understand how to complete the Guide Sheet.

5. Schedule the next interview and make arrangements for them to use the terminal.

STEP TWO: AT THE TERMINAL

You should conduct the second interview immediately before your student uses CHOICES. This session is two-fold: reviewing the completed Guide Sheet and using the terminal.

A. Reviewing The Completed Guide Sheet

This is the most important counselor intervention prior to using the terminal. As you look at how your student prioritized topics and selected particular likes and dislikes, you will be helping your student:

1. Make decisions and place them in priority order:

   Assist your student as he/she chooses among topics and factors and assesses their importance.

2. Clarify values:

   Help your student differentiate between values (income, security, helping others, etc.) that are important and those that are secondary.

3. Increase self-awareness:

   Help your student recognize strengths and weaknesses as well as potential in as many areas as possible.

4. Relate self to the world of work:

   Help your student use what he/she has learned about him/herself to find personally satisfying occupations. Teach your student how to use information as a tool for making decisions.

5. Maintain flexibility:

   Help your student recognize and evaluate alternatives to keep as many occupational options open as possible.

6. Consider mobility:

   Encourage your student to consider whether he/she would be willing to move or undertake more training in order to further occupational goals.

As you help students with their Guidebook remember that there is a lot of information for them to assimilate. Try to avoid information overload. Also try to avoid passing on your knowledge or values. Let them learn and experience on their own. This does not mean that you should not query their priorities. If, however, upon questioning, the student confirms his or her decision, support your student's choice.

B. Using The Terminal

Think back to the first time you used CHOICES. Were you completely at ease when confronted by the terminal? Remember those feelings and provide as much support to your student as possible.

1. You can reduce student anxiety by letting them know that:

   - they don't need to know how to type
   - CHOICES will "tell" them what "to do" next
   - CHOICES will "tell" them how to change an answer or correct mistakes
   - they should take their time because even though CHOICES types quickly, the computer is in no hurry
   - someone is nearby should any difficulties or questions arise

2. Encourage an exploratory, open attitude. Tell students about their various options:

   - Choosing a route (EXPLORE, RELATED, SPECIFIC, COMPARE, JOB BANK
   - Choosing a file (Career or Education)
   - Choosing a topic (Interests, Aptitudes, Earnings, etc.)
   - Changing routes
   - Selecting other topics
   - Changing an answer
   - Finding out more about an occupation
   - Finding out why an occupation wasn't listed

3. Begin conversation with CHOICES

   Obviously, although physically operating CHOICES is easy, there are numerous points to remember when using the program. Helping your student become at ease at the terminal is a major goal. You will need to stay with your client for at least the first few minutes until you sense that they are at ease with the system. Experienced CHOICES counselors know that the amount of time spent with the student at the terminal will vary according to the sophistication of the student. Some students will be able to use their completed Guide Sheets and be quite independent with minimal assistance from a counselor. Other students may need considerably more assistance.

4. Introduce an assistant

   Always make sure that the student knows who to call upon for assistance, whether it be you or an assistant.

5. Schedule next interview

Before the student leaves, schedule time to talk with him/her about their CHOICES experience. It is better to let some time elapse between the experience and discussing the printout. Even a 15 minute follow up interview will be helpful to your student. Most students will not initiate asking for an appointment so you will need to bring up the subject. During this follow up visit you can also point out other materials and references for your student to consider in his/her information/job search.

STEP THREE: THE THIRD INTERVIEW: POST CHOICES

The third interview takes place after your student has used the terminal and has had time to think about the experience. There are two main purposes for the third interview:

A. Discussion of the printout

B. Development of a follow up plan

A. Discussing The Printout With The Student

The key to using CHOICES successfully is helping your students act upon the information they have received. Here are some points you will want to cover with your students:

1. Discuss with your students how they felt about using CHOICES: Do they feel ready to make an occupational decision, or choose a major? What do they feel they learned from their conversation that might be used to make decisions?

2. Help your students examine the occupations selected by CHOICES:

   Both EXPLORE and RELATED provide students with lists of potentially suitable occupations. Go over these with your students to find out whether or not they feel the lists are meaningful and relevant.

   Get them to react and comment on the list. Look for their unspoken or previously unidentified values. If they are dissatisfied or still uncertain, an additional session at the terminal may be helpful. This time encourage them to try out alternatives through the various routes. Have them use EXPLORE again with different factors. For example, their selection of educational level can greatly affect the list of occupations. If a student is willing to finish only high school, his/her list will differ from the student who is willing to complete studies beyond high school.

B. Developing The Follow-Up Plan

After using CHOICES and discussing the printout with you, your student will either be in need of further career exploration or ready to act upon an occupational decision.

1. There are several suggestions for students requiring further exploration. These include:

   a. Another interaction with CHOICES

   If students were unhappy with their lists of occupations and have changed their answers, another session at the terminal may be helpful.

   b. Further self-analysis

   If students are having difficulty making a vocational decision after using the system, they may benefit from additional testing. The GATB or occupational interest inventories are helpful. Following testing, schedule them for another session at the terminal. There is no limit to the number of times a student can use CHOICES as long as each new session is beneficial.

   c. Further research about occupations

   If your students identify one or more occupational areas that they find interesting, encourage them to learn more about these occupations. If available, provide brochures, audio tapes or other materials to supplement CHOICES.

   d. Direct learning about occupations - "job shadowing"

   Students who have made one or two tentative career decisions should be encouraged to contact people already working in these occupations. This is an excellent way for them to get first hand information about the occupation and see the actual work environment. On-the-job training opportunities or volunteer experiences in their fields of interest also will provide good first hand knowledge. Ask your students to share what they have learned with you.

2. Students ready to act upon decisions:

   Some of your students may be ready to develop a plan to look for jobs or job training immediately after using CHOICES. Together you should determine the steps necessary and draw up a timetable for putting their plan into action.

a. Training options

Your student may discover that further training is necessary to enter a particular occupation. Ways to get this training may include:

- Part or full-time enrollment in an educational institution
- Correspondence study
- On-the-job training
- Apprenticeship
- Self-taught skills

b. Job search techniques

Job-ready students will need help with job-seeking strategies. Discuss with them:

- How to prepare a resume
- Where to locate potential employers
- How to complete job applications
- Appropriate appearance and behavior during a job interview

c. Career ladder approach

Sometimes it may be impossible for your students to immediately enter their chosen occupation. Encourage them to look for work in a related area as the first step towards attaining their goal. For example, if a student would like to work as a hotel manager but cannot start formal training, have him/her consider employment as a hotel clerk in an establishment that promotes staff development.

SUMMARY

The way CHOICES is utilized is unique to each counselor or occupational specialist. However, the three phase process is a sound approach to using the system. Research has shown that students who have no introduction or pre-counseling prior to using CHOICES are not as satisfied with their CHOICES interaction. Another study has ascertained that students, when discussing their interaction with CHOICES, remembered and valued the time spent with their counselor. The student's experience with "the counselor" was more pervasive to them than the experience of using a computer.

CHAPTER III

THE ROUTES IN CHOICES

Routes are various strategies used to access the information in CHOICES files. All CHOICES information is organized into two large segments called files. Florida CHOICES is composed of two files: the (1) Career File and (2) the Educational File. The Career File contains information on some 1000 occupations and current Job Bank openings. The Education File contains information about Florida's post-secondary education/training institutions and their programs of study (available late fall, 1982). This section explains the different ways students can use the routes to get information. The various routes may be used either alone (for example SPECIFIC only) or in conjunction with each other (i.e. EXPLORE, then Job Bank, and finally COMPARE).

USING EXPLORE

Most students will benefit from using the Explore route. Students enjoy having CHOICES "suggest" a list of jobs for them. This route requires that the student complete a self assessment using the Guidebook and a complimentary slide/tape presentation (the rudiments of the assessment are also presented on the terminal). As your student selects likes and dislikes, CHOICES will sort through the Career File and eliminate those jobs which do not match the student's input. It is very important that your student understand the meaning of the different topics. For example, if the student is using the interest topic and says that he/she likes "working to improve the social conditions of others", CHOICES will eliminate all occupations not fitting this criterion. Thus, after one decision, hundreds of occupations will have been eliminated from the student's list.

These topics are available in EXPLORE:

1. Interests
2. Aptitudes
3. Temperaments
4. Education level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor
12. Career Fields

There are several topics that will quickly narrow the list of jobs. These topics include interests, aptitudes, termperaments, education level and earnings. Obviously, if a student inputs that she would prefer an annual salary of over $40,000, a large number of jobs will be immediately eliminated.

Using the Guidebook and slide/tape, students prioritize the list of topics available in EXPLORE. Because some topics eliminate jobs so rapidly it is important that you emphasize the necessity of ordering their topics by his/her individual preference.

Explore was designed to allow users to examine many topics within the world of work and to question their needs and preferences regarding those areas. You will want to carefully review the Guide Sheet for the order of the topics the student has chosen. It is vital that the student order the topics based on both his/her needs and in a way that will allow maximum exploration of many topics. To ensure that the student will have a meaningful interaction with CHOICES, you may need to suggest ways to increase the number of topics he/she examines.

Each time a decision is made the client will be shown how many jobs are retained.

Example: Total 1007 Previous 520 Now 487

When the list is reduced to 25 or fewer occupations, CHOICES will automatically print a list of occupations. Let us examine the list of topics in EXPLORE and the process by which a job list is generated by the computer.

1. Interests. Students choose one or two of the 10 interests (factors) that they deem "most important". They then state whether they "like" or "dislike" that interest factor.

   If they choose a "like" the computer retains all occupations that are coded to "like" for that interest factor. If a "like" is used for a second factor, the computer keeps only the occupations that have both factors coded to "like".

   If the student chooses a "dislike", the computer eliminates all occupations that have been coded negatively (-) to the the factor(s). Because likes and dislikes of interests tends to quickly eliminate occupations, you may want to encourage students to select only one like and one dislike that they feel strongly about. This allows them to consider other topics of interest before reaching 25 occupations.

   For more detailed information about Interests, see page 30 of this Manual.

2. Aptitudes. Students may either use their GATB (General Aptitude Test Battery) test results or a self-assessment to rate themselves on nine aptitude factors. They must rate themselves (1,2,3 or 4) in all nine factors.

   If the students have taken the GATB, you must "crosswalk" their scores using the GATB Crosswalk table in the Appendix. Those students that have not taken the GATB can use the Guidebook and slide/tape to estimate their ratings. You should be aware that those people who have a "modesty complex" or lack self-confidence may rate themselves substantially lower than is realistic. In other cases a very poor self concept causes unrealistically high ratings to be recorded. CHOICES makes some allowances for assessment error induced by students' personality by using a range of ratings (rather than a single rating) to select occupations. CHOICES "reads" any aptitude factor ratings as including one rating level above the level specified as well as the level specified and below. That is if the student enters a "3" (middle 1/3 of all people his/her own age) for the general learning ability factor, the computer reads the "3" as including levels 2,3, and 4. Thus only those jobs requiring a general learning ability of level 1 will be eliminated from the student's list. If the client is unsure of their aptitude levels, provide as much direction (school grades, past jobs, hobbies, etc.) as you feel is appropriate. However, you still may not be able to resolve "boderline" ratings. These "boarderline" cases should be resolved by choosing the higher of the two ratings for each factor.

Page 32 of this Manual contains a very detailed discussion of aptitudes.

3. Temperaments. This topic and its 11 factors are organized like Interests. Several of its factors are similar to those in Interests and it employs the like versus dislike rating for each topic. The student determines one or two most important temperament factor, and then determines whether he/she likes or dislikes that factor. This topic also quickly eliminates occupations to be suggested to the student.

   Temperaments are discussed in detail on page 33 of this Manual.

4. Education Level. The computer retains all occupations with an educational level requirement at or below the level specified by the user. This logic is based on the assumption that a person is capable of working at occupations which require less education than s/he has.

   See page 34 for a more comprehensive description of Education Level.

5. Working Conditions. The computer eliminates all those occupations having conditions the user specified s/he did not want.

   An explanation of these conditions follows on page 36

6. Future Outlook. The student cannot choose to search for occupations that are declining. The first choice, "increasing", will eliminate quite a number of jobs. If the user is not worried about future demand, by choosing "3" (I don't care whether the future outlook is increasing

or stable).

Outlook is explained on page 37 of this Manual.

7. Earnings. All occupations that have a range of earnings that are the same as or higher than the range specified by the student are retained. The reasoning here is that no one objects to a higher income.

   A further explanation of earnings is contained on page 38.

8. Hours of Work/Travel. The computer eliminates all those occupations containing the working, travel, or shift conditions the student specified s/he did not want. By choosing "7", occupations without regular work hours and week will be eliminated.

   See page 39 for more details.

9. Physical Demands. The computer retains all occupations that have a level of physical demands that is either the same as or lower than the level specified by the student. That is, if the student chooses 3, medium demand (25-30 lbs.), the computer will keep all occupations requiring that level or a lower level of exertion.

   Physical Demands are dealt with on pages 40.

10. Physical Activities. The computer eliminates all those occupations involving physical activities the student did not want.

    See page 41 for more information on Physical Activities.

11. Indoor/Outdoor. The computer retains all occupations relating to indoor, outdoor, or both specified by the student. The third choice, indoor/outdoor, relates to jobs that take place on a regular basis both indoors and outdoors.

    See page 42

12. Career Fields. The computer retains all occupations in each major group (i.e., career cluster) either specified or not eliminated by the student.

    See page 43 for a list of the career fields.

CHOICES provides a low risk environment for a person to examine what they value in a work situation. The Explore route provides a flexible open-ended approach whereby the student expresses likes, dislikes, and job needs. You should point out to the student that at any time s/he can change an answer, change a topic, start over, or even, when CHOICES has presented a list of jobs, s/he can inquire "why wasn't a job on my list?"

Adequate time spent going through the Guidebook, using the slide/tapes, and the meaning of the topics with your student, prior to using the terminal, will ensure a meaningful use of the Explore route.

USING SPECIFIC

While the Explore route has students prioritize values and make decisions, the Specific route simply prints information about one occupation at a time.

Students can access information about a job using any or all of the topics listed below:

1. Interests
2. Aptitudes
3. Temperaments
2. Education Level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor
12. Training Required
13. Summary of Work
14. Similar Occupations
15. All of these

To use the specific route students use the Index and simply locate the seven digit "CHOICES number" of the job in which they have an interest. Next, they decide from which topics they would like to obtain job information. When they input the CHOICES number into the computer it prints a topic by topic listing of the information it has about the occupation. A print out might look like the following:

Here is your specific information for FL:

```
3314-118 COMMERCIAL ARTIST

     A COMMERCIAL ARTIST CREATES AND EXECUTES ILLUSTRATIONS AND DESIGNS FOR
REPRODUCTION IN NEWSPAPERS, BOOKS OR OTHER PUBLICATIONS, OR FOR POSTERS, SIGNS
AND BILLBOARDS:  STUDIES PROPOSAL  SKETCHES OR WRITTEN INSTRUCTIONS, AND CON-
FERS WITH CUSTOMERS AND CLIENTS TO DETERMINE STYLE OF ILLUSTRATIONS, SPACE
LIMITATIONS, COLOR RESTRICTIONS AND SIMILAR CONSIDERATIONS.  SKETCHES SUB-
JECT TO BE ILLUSTRATED, RENDERING DETAILS FROM MEMORY, MODELS OR REFERENCE
MATERIALS, AND SUBMITS DRAWINGS FOR APPROVAL.  EXECUTES APPROVED WORK IN
MEDIUM BEST SUITED TO PRODUCE DESIRED VISUAL EFFECT IN PROPOSED METHOD OF
REPRODUCTION.  DESIGNS LETTERING FOR CAPTIONS, TITLES, ADVERTISEMENTS AND
OTHER PURPOSES.

INTEREST:              1.  DEALING WITH THINGS, NUMBERS AND OBJECTS
                       2.  DEALING WITH PEOPLE AS CLIENTS, CUSTOMERS OR
                           ASSOCIATES
                       6.  STUDYING OR COMMUNICATING ABOUT PEOPLE OR
                           ANIMALS.
                       8.  ABSTRACT AND CREATIVE WORK
                      10.  WORKING TO PRODUCE CLEARLY VISIBLE RESULTS

APTITUDES:             LEVEL 1 - - - - SPATIAL PERCEPTION (S)
                       LEVEL 2 - - - - GENERAL INTELLIGENCE (G)
                                     - FORM PERCEPTION (P)
                                     - FINGER DEXTERITY (F)
                       LEVEL 3 - - - - VERBAL APTITUDE (V)
                                     - CLERICAL PERCEPTION (Q)
                                     - EYE-HAND COORDINATION (K)
                                     - MANUAL DEXTERITY (M)
                       LEVEL 4 - - - - NUMERICAL APTITUDE (N)
```

TEMPERAMENTS:	1. INVOLVES MANY DUTIES WITH FREQUENT CHANGE 4. WORKING INDEPENDENTLY AND TAKING RESPONSIBILITY 5. GAINING THE CO-OPERATION OF HELPERS, CO-WORKERS OR CLIENTS 6. INFLUENCING THE OPINIONS, ATTITUDES OR DECISIONS OF OTHERS 8. MAKING DECISIONS BASED ON PERSONAL KNOWLEDGE OR EXPERIENCE 10. EXPRESSING YOUR FEELINGS AND IDEAS THROUGH YOUR WORK 11. ENSURING THAT YOUR WORK MEETS STRICT STANDARDS
EDUCATION LEVEL:	- 2 TO 4 YEARS COMMUNITY COLLEGE, VOCATIONAL/ TECHNICAL INSTITUTION OR UNIVERSITY.
ENVIRONMENTAL CONDITIONS:	- INSIDE
FUTURE OUTLOOK:	- DEMAND FOR WORKERS IS EXPECTED TO REMAIN STABLE IN THE NEAR FUTURE
RANGE OF AVERAGE ANNUAL EARNINGS:	- $9,000 TO $17,999 ($4.62 TO $6.86 PER HOUR)
HOURS OF WORK/TRAVEL	- WEEKENDS, OVERTIME, SOME TRAVELING
PHYSICAL DEMANDS:	- SEDENTARY - SITTING AND LIFTING NOT MORE THAN 10 POUNDS
PHYSICAL ACTIVITIES:	- REACHING/HANDLING/FINGERING/FEELING, SPEAKING, HEARING, SEEING
TRAINING REQUIRED:	- OVER 2 YEARS UP TO AND INCLUDING 4 YEARS
SIMILAR OCCUPATIONS:	- ***** SUPERVISOR, ART ... SUPERVISES AND COORDINATES ACTIVITIES OF ARTISTS ENGAGED IN PREPARING ILLUSTRATIONS AND LAYOUTS FOR PUBLICATIONS OR FOR POSTERS, SIGNS AND FILMS. ***** BACKGROUND-AND-TITLE ARTIST ... DRAWS AND PAINTS MOTION PICTURE TITLES, SUB-TITLES, NARRATIVES AND TITLE BACKGROUNDS. ***** CARTOONIST ... CREATES CARTOONS TO ILLUSTRATE STORIES OR TO DEPICT PERSONS AND EVENTS, OFTEN IN CARICATURE. ***** CARTOON-BACKGROUND ARTIST ... ASSISTS IN ARTISTIC CREATION OF MOTION-PICTURE-ANIMATED FILMS ***** SCENERY ARTIST ... PLANS AND PAINTS SCENERY FOR MOTION-PICTURE AND TELEVISION SETS. ***** AIRBRUSH ARTIST ... RESTORES DAMAGED AND FADED PHOTOGRAPHS, OR COLORS AND SHADES DRAWINGS TO SIMULATE PHOTOGRAPHS, USING AIRBRUSH.

The SPECIFIC route can be used by students a number of ways. For some students who have made a tentative occupational decision, it will be a source of further information about the occupation. Perhaps while using EXPLORE, new career titles were suggested to the student so Specific will acquaint the client with these new jobs.

Counselors/occupational specialists have also suggested that Specific can be a good initial route to use to show the student how easy it is to operate CHOICES. Specific will help clients get realistic information about an occupation for which they are interested.

USING COMPARE

This route is similar to the Specific route but will allow students to obtain information about two or three occupations simultaneously. As in Specific these topics are available:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor Considerations
12. Training Required
13. Summary of Work Performed
14. Similar Occupations
15. All of These Topics

Your students will use the COMPARE route the same way as the Specific route. They will select two or three occupations from the CHOICES user index and type in the CHOICES number for the occupation to the computer.

The format of COMPARE, i.e., the side-by-side listing of topics, helps students easily see differences among occupations.

Below is a sample COMPARE printout comparing two occupations on the basis of interests, temperaments and earnings.

```
HERE IS YOUR COMPARISON:   3314-118  COMMERCIAL ARTIST

                           - A COMMERCIAL ARTIST CREATES AND EXECUTES ILLUSTRATIONS AND DESIGNS FOR
                             REPRODUCTION IN NEWSPAPERS, BOOKS OR OTHER PUBLICATIONS, OR FOR POSTERS,
                             SIGNS OR BILLBOARDS.

                           3330-140 DIRECTOR, MOTION PICTURE

                           - INTERPRETS SCRIPT FOR MOTION PICTURE PRESENTATION, DIRECTS AND INSTRUCTS
                             CAST AND PRODUCTION PERSONNEL TO ACHIEVE DESIRED MOOD, TREATMENT AND
                             STYLE OF PRESENTATION.

                               COMMERCIAL ARTIST                    DIRECTOR, MOTION PICTURE
                                   3314-118                                3330-150

              INTERESTS  1-DEALING WITH THINGS, NUMBERS       1-DEALING WITH PEOPLE AS CLIENTS
                           AND OBJECTS                          CUSTOMERS, OR ASSOCIATES
                         2-DEALING WITH PEOPLE AS CLI-        5-DIRECTING, ORGANIZING OR
                           ENTS, CUSTOMERS, OR ASSOCI-          PLANNING AN ACTIVITY
                           ATES                               6-STUDYING OR COMMUNICATING
                         6-STUDYING OR COMMUNICATING            ABOUT PEOPLE OR ANIMALS
                           ABOUT PEOPLE OR ANIMALS            8-ABSTRACT AND CREATIVE WORK
                         8-ABSTRACT AND CREATIVE WORK        10-WORKING TO PRODUCE CLEARLY VISIBLE
                        10-WORKING TO PRODUCE CLEARLY           RESULTS
                           VISIBLE RESULTS

           TEMPERAMENTS  1-INVOLVES MANY DUTIES WITH          1-INVOLVES MANY DUTIES WITH
                           FREQUENT CHANGE                      FREQUENT CHANGE
                         4-WORKING INDEPENDENTLY AND          4-WORKING INDEPENDENTLY AND
                           TAKING RESPONSIBILITY                TAKING RESPONSIBILITY
                         5-GAINING THE CO-OPERATION OF        5-GAINING THE CO-OPERATION OF
                           HELPERS, CO-WORKERS OR               HELPERS, CO-WORKERS, OR CLIENTS
                           CLIENTS                            6-INFLUENCING THE OPINIONS,
                         6-INFLUENCING THE OPINIONS,            ATTITUDES OR DECISIONS OF
                           ATTITUDES OR DECISIONS OF            OTHERS
                           OTHERS                             8-MAKING DECISIONS BASED ON
                         8-MAKING DECISIONS BASED ON            PERSONAL KNOWLEDGE OR EX-
                           PERSONAL KNOWLEDGE OR                PERIENCE
                           EXPERIENCE                        10-EXPRESSING YOUR FEELINGS AND
                        10-EXPRESSING YOUR FEELINGS AND         IDEAS THROUGH YOUR WORK
                           IDEAS THROUGH YOUR WORK
                        11-ENSURING THAT YOUR WORK MEETS
                           STRICT STANDARDS

           RANGE OF AVERAGE     - $9,000 TO $17,000           - $9,000 TO $25,000 AND ABOVE
           ANNUAL EARNINGS        ($4.62 TO $9.23/HR)           ($4.62 TO $12.83+/HR)
```

USING RELATED

Clients that have held a job or have job training and are looking for a new career with some of the same characteristics of a particular job especially benefit from using RELATED. The RELATED route enables a student to suggest an occupation to CHOICES and have CHOICES match other jobs based on only the topics suggested by the student.

The topics available in RELATED are as follows:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Future Outlook
6. Earnings
7. Physical Demands
8. Indoor/Outdoor Considerations
9. Career Fields

Using the CHOICES Index students identify the occupation and then choose which of the above topics they consider important in a job. CHOICES will select jobs whose topics match the given occupation.

There is sometimes confusion about the RELATED route. This route does <u>not</u> suggest jobs that have similar job duties as the given occupations. Rather, it matches jobs on the basis of the unique topics suggested by your student.

EXAMPLE: The student has used the occupation 8783122--Concrete and Cement Finisher and is relating on the following topics:

PHYSICAL DEMANDS
PHYSICAL ACTIVITIES
WORKING CONDITIONS

THE PRINTOUT WOULD READ:

```
BASED ON THAT ANSWER 20 OCCUPATION(S) IS/ARE RELATED TO YOURS.  I
CAN EITHER LIST THE OCCUPATIONS FOR YOU NOW OR LET YOU REDUCE THE
NUMBER BY ADDING ANOTHER TOPIC FIRST, WHICH WOULD YOU PREFER?

1.  TO SEE THE LIST NOW.
2.  TO ADD ONE MORE TOPIC FIRST

1 (the client's answer)

IN VIEW OF YOUR ANSWERS TO THIS POINT, I THINK YOU SHOULD CONSIDER THE
FOLLOWING TYPES OF OCCUPATIONS:

2117-252 GEOLOGICAL TECHNICIAN      2143-130 ENVIRONMENTAL ENGINEER
2117-260 METEOROLOGICAL TECHNICIAN  7113-150 SMALL ANIMAL BREEDER
2133-126 ZOOLOGIST                  7319-114 FISH-HATCHERY OPERATOR
2135-220 AGRICULTURAL TECHNICIAN    8733-122 ELECTRICIAN
2135-244 BIOLOGICAL TECHNICIAN      8733-126 CABLE-INSTALLER REPAIRER,
2135-248 BOTANICAL TECHNICIAN                    TELECOMMUNICATIONS
2141-114 LANDSCAPE ARCHITECT        8735-170 CABLE-TELEVISION INSTALLER
                                    8736-122 ELECTRIC-METER TESTER-REPAIRER
```

USING JOB BANK

Job Bank enables students to search for daily job openings in the government or private sector, and then to further refine their job search by selecting a specific occupation or the location of the job.

Job Bank enables students to obtain a list of job openings registered with Florida State Employment Service.

Students should be encouraged to use as much flexibility as possible in using Job Bank. For example "Career Fields" should be used rather than "Specific" occupations in most cases. Career Fields allows the student to look at other jobs with the same kind of job duties he/she is interested in but had not previously considered.

After completing the Guide Sheet, the students will enter CHOICES and select the Job Bank Route. The student will then decide whether the LOCATION of the job or the JOB ITSELF is most important to him/her. Most students will want to use LOCATION to see local openings.

If the student decides that location is more important than the job, he/she must then choose between:

1. Private Sector Jobs

2. State of Florida Jobs, or

3. Federal Government Jobs

State and Federal jobs do not allow the student to localize their job search. Private Sector jobs can be localized by region and Florida State Employment Service Office. An example follows:

EXAMPLE

We have divided Florida into 6 different regions.
Please look at the list below and select the region you want to use.

1. Southeastern Florida (Miami Area)
2. Northeast Central Florida (Jacksonville/Ocala/Gainesville)
3. East Central Florida (Ft. Lauderdale/Vero Beach)
5. West Central Florida (Tampa/Clearwater)
6. Central Florida (Orlando Area)
7. West Florida (Live Oak/Tallahassee/Pensacola)

Please type 1, 2, 3, 5, 6 or 7.

The computer asks the student questions about their location and job preference. When the list of job openings remaining is less than 30, the list will automatically be printed. However, if the list created by the client is greater than 30, the student may request a partial list of the total jobs remaining. The maximum number of jobs listed will be 90 and they are listed in groups of 30.

At various times the students can (a) start Job Bank over, (b) change answers, or (c) try another Route such as SPECIFIC.

Since the data used in Job Bank changes daily, the number of job openings available varies. The computer program which accesses them is structured around 4 main topics. A brief explanation of the topics follows:

1. Government. Students can choose to search for either (1) State or (2) Federal jobs.

   If they choose the Government topic they cannot use the location topic.

2. Private. Most students should be encouraged to use this topic since most of the jobs listed are found in the private sector.

3. Specific/Career Fields. Students may choose to access jobs via specific job titles by using either the CHOICES Index or by the 21 Career Fields that are a part of CHOICES. Students should be encouraged to use Career Fields if possible. This will encourage additional exploration and will list other jobs that are available within the same Career Field. Obviously, the Career Field's option will not eliminate as many job openings as Specific would; thus ensuring some measure of success in the job search process even if a specific FSES Office location is requested.

4. Regional/FSES Office Location. Students may require a job within a particular geographic location of Florida. Job Bank allows clients to use either a Regional (5 Regions), a Local FSES office, or a combination of up to 3 FSES office numbers to find available jobs. See Appendix. The finer the locator used, the fewer the number of job openings available to the student.

Note that as the student answers questions in a topic or from topic to topic, the number of available job openings used in the search is reduced.

After the student has used the terminal, he/she may have a need for further assistance. Consider these two possiblities:

1. If the student does not know much about the specific job titles, he/she can use the Specific and Compare Routes to obtain information about the unknown jobs.

   or

2. If a student has searched for a specific job and not gotten a satisfactory list of jobs, the counselor should encourage the student to use Career Fields.

   Job Bank can also be used to:

   A. Develop Realism. Point out to the student that these are actual job openings and usually represent minimum salaries.

   B. Encourage Flexibility. Discuss with the student those answers about which the student was unsure. Have the student note alternatives to try during the terminal session.

   C. Encourage Further Exploration. Suggest that the student use SPECIFIC and COMPARE to find out more about the occupations suggested by JOB BANK.

   D. Suggest Mobility. Have a student look at the statewide, then regional picture. Encourage the student to consider how jobs may very from location to location.

   E. Develop Planning Skills. As you talk to the student, develop a plan for either more exploration or implementation of placement goals. This is an essential "action step" that must occur in effective counseling.

A few reminders about Job Bank:

1. Simply because a job is listed does not mean that a specific job is still open. Job Bank is current each day, but in a tight job market many referrals will be made within 24 hours.

2. The education and experience levels listed are those suggested by the employer.

3. The pay levels indicated are minimum levels. Actual salaries paid may be significantly higher, depending on experience, education, personality, references, etc.

4. You need to establish a strong contact with your local FSES office. Learn their procedures and cue your students to them before they visit FSES. Your CCDS representative can help you establish a set of localized procedures in conjunction with the local FSES office staff. You may also have a need for a (1) referral or (2) follow-up card:

REFERRAL CARD

To the student:

1. You need to see

____

at

____

FSES Office

____

Street

____

Room

2. Take the following materials:

____

____

____

Appointment:

Signed: Signed:

Time	Date	Counselor	Date

FSES FOLLOW-UP CARD

____

Applicant Name

____

School/Agency

1. No. of Interviews Taken _____
2. No. of Referrals _____
3. Job Offers:

Company	Salary
Company	Salary
Company	Salary

Contact Name

4. Accepted

FSES Location

Company	Salary

Date

All info will be kept confidential as it is used for statistical purposes only.

CHAPTER IV

THE TOPICS IN CHOICES

Topics are major data divisions for occupational information used in CHOICES. The thirteen (13) major topics used in various routes of CHOICES are:

1. Interests
2. Aptitudes
3. Temperaments
4. Education
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demand
10. Physical Activities
11. Indoor/Outdoor
12. Career Fields
13. Training Required

Various Routes allow the student to use certain Topics. That is, not all topics can be used for all routes. Each topic has its own counseling peculiarities and utilizes a unique computer sort strategy.

1. INTERESTS

FACTOR		PERCENT OF OCCUPATIONS CODED TO EACH FACTOR
1	Things, Numbers, Objects	70
2	Business Contact	31
3	Routine and Organized	48
4	Social Welfare	12
5	Direction and Control	20
6	Communication	28
7	Scientific or Technical	22
8	Abstract or Creative	13
9	Machines and Processes	55
10	Clearly Visible Results	25

DESCRIPTION

Occupations have been analyzed in terms of 10 different work factors. Each occupation has been assigned between 3 and 6 of the factors, on the basis of the actual work duties and the individual interest factors. These factors are used to identify occupations which involve activities relating to a student's expressed likes and dislikes.

COMPUTER LOGIC

Students can choose to search for occupations on the basis of factors they find appealing, as well as those they would prefer to avoid.

INFORMATION SOURCES

Dictionary of Occupational Titles, third edition, Vol. II; Guide to Occupational Exploration, and NOICC Data and tapes.

STUDENT RESPONSE

Students identify interest factors that are important to them in a working situation. Then they stipulate those they definitely would like or dislike in their work.

ROUTES USED

Explore, Specific, Compare, Related.

POINTERS

Because use of this topic can eliminate occupations rather quickly, it is best if your students start with only one like and perhaps one dislike. Later if they have not reduced their options sufficiently, they can add others.

Some people feel that as a preference for more interests is expressed, more occupations should be available. What you must remember, and make very clear to your students is that CHOICES reduces occupations based on one factor (like or dislike) and compounds this reduction each time an additional factor is used. It is not a case of either "x" or "y"; rather "x" and "y". Therefore, a rapid reduction in occupations available can be experienced with the input of several Interest factors

It is important to have students prioritize the factors because an essential element of the decision-making process is the ability to differentiate between the more important and the less important.

Students seem to find their interaction with the computer considerably more satisfactory if they are sure of their decisions before they use the terminal; although they can at any time change an answer.

This topic is related to the topic Temperaments. Both use students' likes and dislikes with respect to work activity factors. It is not essential for students to use both topics. Since there is overlap among several of the Interests and Temperaments factors, try to guard against conflicts in students' input if they use both topics.

2. APTITUDES

FACTOR		PERCENT OF OCCUPATIONS CODED TO EACH FACTOR AND LEVEL			
G	General Learning Ability	11	24	50	15
V	Verbal Aptitude	10	21	38	29
N	Numerical Aptitude	5	12	41	34
S	Spatial Perception	3	16	34	43
P	Form Perception	2	16	41	38
Q	Clerical Perception	1	10	30	46
K	Eye-Hand Coordination	0	7	46	43
F	Finger Dexterity	2	8	34	53
M	Manual Dexterity	1	7	55	34

DESCRIPTION

This is the capacity or ability to do or learn various skills or tasks. Each CHOICES occupation is rated according to the level of aptitude typically required in each of the nine categories (see box). There are four possible levels in each category. They are:

Level 1. I'm in the top 10% of the working population.
Level 2. I'm in the top 1/3 but not top 10%.
Level 3. I'm about average.
Level 4. I'm in the lower 1/3.

COMPUTER LOGIC

CHOICES retains all occupations positively coded to the same level or any level below that specified by users on each of the nine scales. It is assumed that people are capable of performing tasks requiring the same or lower levels of ability than they possess.

INFORMATION SOURCE

Dictionary of Occupational Titles, third edition, Vol. II; NOICC Data tapes.

STUDENT/CLIENT RESPONSE

Students indicate their aptitude level in each of the nine aptitudes

ROUTES USED

Explore, Specific, Compare, Related

Students often underestimate their level of aptitude either through self-doubt or modesty.

This is a long topic that requires a good deal of forethought. Check the students' Guide Sheet carefully and discuss their answers with them before s/he uses the terminal.

Students who have difficulty assessing themselves may find the General Aptitude Test Battery (GATB) helpful because CHOICES accepts a complete GATB profile. Some counselors prefer to have their students take the GATB before completing the Guide Sheet.

Encourage your students to compare self-estimates with GATB results. This can help them grow in self-awareness.

3. TEMPERAMENTS

FACTOR		PERCENT OF OCCUPATIONS CODED TO EACH FACTOR
1	Variety	38
2	Repetition	38
3	Following exact orders	23
4	Working independently	53
5	Gaining cooperation	43
6	Influencing others	14
7	Stress or risk	7
8	Individual judgment	51
9	Measurable standards	67
10	Expressing oneself	8
11	Meeting strict standards	69

DESCRIPTION

There are eleven factors used to describe preferences for ways of performing in the world of work. Like the Interests Topic, occupations are coded to all factors that relate to tasks, duties and functions of the occupation. The factors are not mutually exclusive.

COMPUTER LOGIC

Students can choose to search for occupations on the basis of factors they want, or those they would prefer to avoid. The computer will retain all occupations coded positively to all factors users want, and all occupations coded negatively to all factors users wish to avoid.

INFORMATION SOURCE

Dictionary of Occupational Titles, third edition, Vol. II; NOICC Data tapes; Guide to Occupational Exploration; Occupational Outlook Handbook.

STUDENT RESPONSE

Students choose those factors that represent either temperaments they like or temperaments they dislike.

ROUTES USED

Explore, Specific, Compare, Related.

POINTERS

As in Interests, it is advisable that students use only one or two factors because of the speed of reduction or Occupations. Later, after having used other topics, they may come back to Temperaments to narrow their list of potentially suitable occupations.

Because Temperaments is related to the Interests topic in registering students' likes and dislikes in terms of work activities, situations and orientation, it is not always necessary for students to use both topics. If they do use both topics, try to ensure that there are no apparent conflicts in their input.

Although the factors are not mutually exclusive, it is obvious that there are few occupations that include both a great deal of variety (factor 1) and a great deal of repetition (factor 2). This is also true of factors 3 and 5. Students who choose contradictory factors should be questioned closely about their reasoning.

4. EDUCATION LEVEL

	FACTOR	PERCENT OF OCCUPATIONS AVAILABLE BY EACH FACTOR
1	Under Grade 7	17
2	Grade 7	27
3	Grade 8	31
4	Grade 9	48
5	Grade 10	52
6	Grade 11	73
7	Grade 12	73
8	1 Yr after HS	75
9	1 Yr CC	77
10	1 Yr Univ	77
11	2 Yrs CC	83
12	2 Yrs Univ	83
13	3 Yrs CC	83
14	3 Yrs Univ	83
15	Undergraduate Degree	93
16	Post Grad	100

DESCRIPTION

This topic represents the minimum amount of academic training required for entry into an occupation. This may vary from employer to employer. This topic is concerned only with the amount of education. For example, if students use factor 15 (Complete Undergraduate Degree) they will retain occupations in fields as disparate as engineering, journalism and agriculture.

COMPUTER LOGIC

The computer retains all occupations coded positively to all educational levels at or below the level specified by users on the assumption that people are capable of working at occupations which require less education than they possess.

INFORMATION SOURCE

Selected Characteristics of Occupations in the Dictionary of Occupational Titles; Occupational Outlook Handbook.

STUDENT RESPONSE

1. Students choose present level, or
2. If appropriate, students may indicate the level which they are willing to obtain.

ROUTES USED

Explore, Specific, Compare, Related.

POINTERS

This is a topic that severely reduces options at the lower educational level.

For students who have already completed their education, this topic is best used with occupational fields because entry to occupations is based on both amount and type of training the student has completed.

Students should be aware that some retraining or further education may be necessary to meet requirements for occupations not eliminated by their choice of education level. This occurs because CHOICES searches only on the amount of education rather than the field of study.

If students change their minds about using this topic, they can use answer 16 to pick up all occupations again. This occurs because, in EXPLORE, CHOICES eliminates occupations that require a higher education level than the student has but retains everything at the same level or lower.

5. WORKING CONDITIONS

	FACTOR	PERCENT OF OCCUPATIONS REMAINING AFTER SPECIFYING EACH FACTOR
1	Cold	97
2	Heat	94
3	Damp	92
4	Noise	82
5	Risk	74
6	Fumes	87
7	All of the above	

DESCRIPTION

This topic identifies six different working conditions that may make an occupation unpleasant or unsuitable for some people.

COMPUTER LOGIC

The computer eliminates all occupations coded positively to any factor(s) users specify they do not want.

INFORMATION SOURCE

Selected Characteristics of Occupations in the Dictionary of Occupational Titles.

STUDENT RESPONSE

Students are asked to identify all those working conditions that they would not be willing to accept as a regular part of their job. The computer then eliminates occupations coded positively to that factor.

ROUTES USED

Explore, Specific, Compare.

POINTERS

Help students distinguish between factors they don't like and factors they are physically unable to tolerate.

Remember--a typing pool is noisy and a photography studio may be odorous. Therefore, help students consider carefully their perceptions about the meaning of these factors before eliminating them.

Only those who have very strong feelings about any of these conditions should give the topic a high priority. This topic is more useful as a point of information.

6. FUTURE OUTLOOK

TOTAL OCCUPATIONS	PERCENT OF OCCUPATIONS CODED TO EACH FACTOR
a. Increasing	14
b. Stable	79

DESCRIPTION

This topic is a projection of the demand for trained workers in each occupation over the next several years. It may vary from one part of the state to another.

COMPUTER LOGIC

Users who select answer #1 on this Topic (prefer increasing demand occupations) will lose all occupations positively coded to level 2 (stable). Answer #3 (not sure) is recorded as a "no answer" and the computer continues without eliminating any occupations.

INFORMATION SOURCES

FLOICC/CIDS Data Report; Occupational Outlook Handbook.

STUDENT RESPONSE

Students may choose the following:

1. Increasing demand occupations.
2. Stable or increasing demand.
3. Not important.

ROUTES USED

Explore, Specific, Compare, Related.

POINTERS

Students cannot choose to search for occupations whose demand is decreasing. If they choose #3 above, they will not eliminate any occupations.

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Future Outlook is a prediction, not a fact and may be better used as an information topic rather than a decision-making topic--i.e., given low priority.

Students should be reminded that there are always some openings in an occupation. They might consider improving their qualifications.

7. EARNINGS

		PERCENT OF OCCUPATIONS CODED	PERCENT OF OCCUPATIONS REMAINING BY EACH FACTOR
1	$8,000 - $9,999/YR	1	99
2	$10,000 - $11,999/YR	2	98
3	$12,000 - $14,999/YR	4	95
4	$15,000 - $17,999/YR	13	91
5	$18,000 - $20,999/YR	20	78
6	$21,000 - $23,999/YR	17	58
7	$24,000 - $27,999/YR	15	41
8	$28,000 - $40,000/YR	9	26
9	$40,000 AND ABOVE	17	17

DESCRIPTION

All occupations in CHOICES have been assigned ranges of annual earnings. The upper end of the range represents the highest earning level normally paid to experienced workers in that occupation.

COMPUTER LOGIC

All occupations whose range of earnings has a ceiling equal to or higher than that of the range specified by users are retained. The reasoning here is that few people would object to receiving more money, but they would object to less than the range they consider minimal for them.

INFORMATION SOURCES

Occupational Outlook Handbook; FLOICC/CIDS Data Report; and Division of Economic Development Wage Report; Florida Public Employees Wage Standards.

STUDENT RESPONSE

Students should first choose the level of earnings they would accept and mark its number on the Guide Sheet. They should then choose the level that they would prefer (realistically) to earn.

ROUTES USED

Explore, Specific, Compare, Related.

8. HOURS OF WORK TRAVEL

	FACTOR	PERCENT OF OCCUPATIONS CODED TO EACH FACTOR
1	Rotating shift	18
2	Nonstandard day	17
3	Weekends	36
4	Overtime	16
5	Seasonal	5
6	Traveling	8
7	Absolutely regular work week	1

DESCRIPTION

In this topic all deviations from a standard 8-hour-day/5-day-week are identified. Occupations are coded to all factors that apply to them. The computer also eliminates all occupations coded positively to any factor(s) users do not want.

COMPUTER LOGIC

The computer eliminates all occupations coded positively to any factor(s) students specify they do not want.

INFORMATION SOURCE

Occupational Outlook Handbook; Guide to Occupational Exploration.

STUDENT RESPONSE

Students choose all those factors they would not be willing to accept as a typical part of their work.

ROUTES USED

Explore, Specific, Compare.

POINTERS

Help students realistically distinguish between those factors they (1) cannot accept and those they (2) would prefer to avoid.

Students should remember that occupations are coded to hours of work that are typical in the occupation. If the occupation seems to meet a student's needs in other areas, s/he should consider trying

Encourage people to think about their reasons for rejecting different types of work patterns. Discuss how these factors affect lifestyles.

to find a job within the occupation that does not require working hours that are unacceptable to the student.

9. PHYSICAL DEMANDS

FACTOR	PERCENT OF OCCUPATIONS REMAINING BY FACTOR
1. Sedentary (up to 10 lb.)	23
2. Light (10 to 25 lb.)	63
3. Medium (25 to 50 lb.)	89
4. Heavy (50 to 100 lb.)	94
5. Very heavy (more than 100 lb.)	100

DESCRIPTION

This represents the typical amount of physical exertion or strength required on a regular basis to perform the duties of an occupation.

INFORMATION SOURCE

Selected Characteristics of Occupations in the Dictionary of Occupational Titles.

COMPUTER LOGIC

CHOICES retains all occupations positively coded to the same level or any level lower than that specified by users. The assumption is that people would, in most cases, be content with work which is less demanding, but not more demanding than the limit they have set. So, if students choose level 3 (medium physical exertion) the computer will retain all occupations positively coded to levels 3, 2 and 1, and eliminate any occupation positively coded to levels 4 and 5. The computer also eliminates all occupations coded positively to any factor(s) users do not want.

STUDENT RESPONSE

Students choose maximum level of physical exertion they would be able or willing to expend regularly.

ROUTES USED

Explore, Specific, Compare, Related.

POINTERS

Students should distinguish between their capabilities and their desires.

They may be capable of performing tasks requiring heavy physical exertion continuously, but have absolutely no desire to do so day-in and day-out.

This is the earning range paid to experienced workers in a given occupation. It does not include changes within the job--for example, increased responsibility resulting in increased wages.

Earnings affect lifestyles directly. Encourage your students to consider their expenses before choosing a suitable level.

Selecting this topic may depend on demands placed upon the student--i.e., one supporting a family may need a minimum level of wages.

This is a range of earnings. Individual job salary levels may vary considerably depending upon the salary scale of individual employers, city size, geographic location, etc. Students should be encouraged to research the local conditions as they make decisions.

10. PHYSICAL ACTIVITIES

FACTOR		PERCENT OF OCCUPATIONS CODED TO EACH FACTOR
1	Lifting	18
2	Carrying	15
3	Pushing/Pulling	5
4	Climbing/Balancing	14
5	Stooping	22
6	Sitting	3
7	Standing	10
8	Reading	77
9	Speaking	47
10	Hearing	46
11	Seeing	76
12	Walking	5
13	Running	1
14	Seeing differences among colors	5

DESCRIPTION

In this topic, 14 different types of physical activities often required in an occupation have been identified. If it is essential that an individual be capable of performing a particular activity regularly in job tasks, the occupation is coded to that factor.

INFORMATION SOURCES

Selected Characteristics of Occupations in the Dictionary of Occupational Titles, and Occupational Outlook Handbook.

COMPUTER LOGIC

The computer eliminates any occupation positively coded to any factor(s) students specify they do not want.

STUDENT RESPONSE

Students choose all those factors they do not want to do as a regular part of their work.

ROUTES USED

Explore, Specific, Compare.

POINTERS

Helps students distinguish between capability and desires. This topic has a high priority for those who have a physical disability; it is much less important for those people without impediments.

For the majority this topic is more valuable as information that as a search criterion.

11. INDOOR/OUTDOOR

FACTOR		PERCENT OF OCCUPATIONS REMAINING BY EACH FACTOR
1	Indoor	72
2	Outdoor	6
3	Partly indoor/partly outdoor	21

DESCRIPTION

Occupations are grouped according to the location of the work place. It is important to realize that "indoor" includes cars, mines, ships, etc., as well as indoor buildings. "Outdoor" refers only to exposure to weather. "Partly indoor/partly outdoor" describes occupations that require both. The categories are mutually exclusive.

COMPUTER LOGIC

The computer eliminates all occupations coded positively to any factor(s) students specify they do not want.

INFORMATION SOURCES

Selected Characteristics of Occupations in the Dictionary of Occupational Titles.

STUDENT RESPONSE

Students choose the work locations they prefer.

ROUTES USED

Explore, Specific, Compare, Related.

POINTERS

Make sure your students understand the meanings of these factors because students often get them confused.

There are very few occupations in which the work is entirely outside. If your students are inclined to outdoor work, you may wish to suggest that they choose both (2) and (3) for their search in EXPLORE.

12. CAREER FIELDS

FACTOR		PERCENT REMAINING IF ONE FIELD USED
10	Administration, Management & Business	6
11	Engineers, Surveyors & Architects	2
12	Natural Scientists & Mathematicians	3
13	Social Scientists, Social & Religious Workers, Lawyers, Judges	3
14	Teachers, Librarians & Counselors	2
15	Health Diagnosing & Treating Professionals	2
16	Registered Nurses,Pharmacists, Dieticians, Therapists	2
17	Writers, Artists, Entertainers & Athletes	6
18	Health Technologists & Technicians	2
19	Technologists & Technicians, Except Health	6
20	Marketing & Sales Occupations	5
21	Clerical Occupations	10

Career Fields (continued)

FACTOR		PERCENT REMAINING IF ONE FIELD USED
22	Service Occupations	9
23	Agriculture, Forestry, Fishers & Hunters	3
24	Mechanics & Repairers	6
25	Construction, Mining & Drilling	4
26	Production Workers & Machine Operators	20
27	Transportation & Material Moving Occupations	4
28	Material Handlers & Equipment Cleaners	3
29	Military Occupations	0
30	Miscellaneous Occupations	0

DESCRIPTION

CHOICES uses 21 major groups of occupations. Occupations within each field are related to each other. The categories are mutually exclusive.

COMPUTER LOGIC

Students choose to eliminate any of the career fields available. CHOICES simply eliminates any occupation whose code number begins with the same first two digits contained in any career field(s) students wish to eliminate.

INFORMATION SOURCE

Standard Occupational Classification Manual.

STUDENT RESPONSE

Students identify all fields that they would prefer to avoid.

ROUTES USED

Explore, Related.

13. TRAINING REQUIRED

FACTOR		PERCENT OF OCCUPATIONS CODED TO EACH FACTOR
1	Up to 3 months	28
2	3 to 6 months	
3	6 to 17 months	11
4	1 to 2 years	18
5	2 to 4 years	26
6	Over 4 years	18

DESCRIPTION

This topic provides users with the durations for specific training for an occupation. These training periods generally include formal academic, technical and trades' training, and any on-the-job experience required to bring the worker to full productive capacity in the occupation. Since individual employers will often subject new employees to different types of training, the informtion provided by CHOICES is a generalization. Students should be encouraged to research this factor in their local areas.

INFORMATION SOURCE

Bureau of Apprenticeship (Florida); Selected Characteristics of Occupation in the Dictionary of Occupational Titles, FLOICE/CIDS Data Report.

STUDENT RESPONSE

Students select the answer corresponding to the amount of time they are willing to spend preparing for an occupation. Factors 1 to 3 refer mainly to on-the-job training.

ROUTES USED

Specific, Compare.

CHAPTER V

AT THE TERMINAL

A. CHOICES Commands

CHOICES commands make the CHOICES computer perform special functions. These words are called "commands" because they override anything else that is going on and "command" the computer's attention. Commands are used to start up your terminal ("ASSIGN"), to stop your terminal ("CLOSE"), and to do special jobs for you ("LIST", "REPEAT", etc.). Listed below is each command and its function. You should experiment with each of these to learn their usefulness.

*ASSIGN (TO PROGRAM CHOICE or TO PROGRAM JBLIST)	This command tells the computer you want to get into CHOICES or JBLIST programs.
CLOSE	This command tells the computer to get out of CHOICES. After you type in CLOSE, the terminal responds: YOU ARE UNASSIGNED FROM CHOICES. You are out of CHOICES program, but still are connected to the computer.
LIST	This command can be entered only when using the EXPLORE Route and there are less than 100 but more than 25 occupations remaining. The terminal will then print a list of the remaining occupations.
LONG	This command returns CHOICES to the long conversational version, when you have been using SHORT. It can be used anywhere in the program. If you are ending a conversation in SHORT, when you enter RESTART or ASSIGN, the program will automatically revert back to the long version.
NEWS	This command causes the terminal to print a CHOICES news file. This usually is printed immediately after "signing on" to CHOICES. It can be used at any point in the conversation to print CHOICES news.
ONJBANK	This command tells the computer to turn on Job Bank. It may be entered by the counselor if the computer responds "JOB BANK IS UNAVAILABLE". After entering this command, the counselor should try Job Bank again, and if it is still "unavailable" call Tallahassee.
REPEAT	This command reprints the message that was just previously received on the terminal. It is useful if the paper jams, a second copy of an occupational listing or an additional counselor's summary is needed.

RESTART	This command tells the computer you are ready to start a new conversation (i.e., when a new student starts CHOICES). This command is used after each student has finished his/her conversation. It may also be used to stop a conversation in which the student is lost and wants to start all over. The terminal responds: WELCOME TO CHOICES.
*SEND TO STATION ## (insert station number you are sending the message to)	This command is used at the terminal to send messages to other terminals on the CHOICES network. Example: *SEND TO STATION 23 HELLO FROM JOHN STATION 51.....HOW'S THE WEATHER? (Press the return key).
SHORT	This command is used to get into the abbreviated (Short) version of CHOICES. It may be input at any time in a conversation. It is a useful tool to quickly enter Specific or Compare. It is a way to reconstruct a "conversation" using a "summary sheet" if the student has lost the printout of their original conversation.
SUMMARY	This command tells the computer to print the counselor's summary. Useful if the student has to leave the terminal before the conversation is finished. The conversation can be recreated at a later time.

These commands are for CHOICES coordinators' use only and may be used any time the terminal is not in the process of printing.

You must be careful in using them, particularly if a conversation is going on, since many of them will destroy whatever is in progress.

The Long/Short command is a particularly useful one for several reasons:

1. It can be used to rebuild a "lost" conversation by using the SHORT version to input the student's answers to the point that the "loss" occurred, and then going back to the conversational version by typing LONG;
2. It can be used to "erase" wrong answers that have been sent to the computer by typing SHORT, then LONG again.
3. It can be used very effectively with students whose attention span or reading level is limited by moving back and forth from SHORT to LONG at selected points.

The qualities that make the commands so nice in some situations, can prove frustrating in others. Work with this set of commands extensively before using them with a student present or you may find yourself repeating things over and over needlessly.

You also have the ability to use your terminal to send messages. Simply type in "*SEND TO STATION ____ ____" and type in your one line message. You should have a site directory which will list CHOICES sites around the state. You should try to send messages early in the morning, at lunch, or late in the afternoon to avoid interrupting a student's conversation that is in progress. It is very frustrating for a student to be in CHOICES and get a message from "out of the blue". If you send a message, you should give your name and station number so that the other person can respond to you at your station. A message sent without your station number cannot be returned.

B. Becoming At Ease With Your Terminal Configuration

Your terminal is probably a TTY43 or BSC43 type printing terminal. It may say Southern Bell Telephone Company or something else, but if CHOICES supplied the terminal it is a TTY43 or BSC43 type and the following set of directions for operating it are appropriate. Your Terminal Guide has much more detailed information.

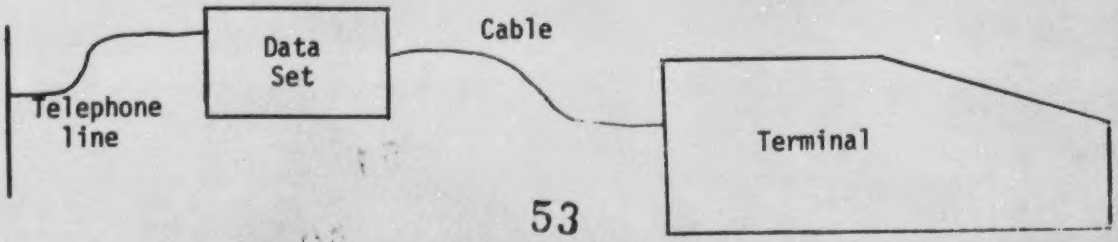
The terminal is not a computer. It is connected by telephone lines to the CHOICES computer in Tallahassee. Your terminal "talks" to the computer in Tallahassee. The computer processes your message and determines an appropriate message. The computer's message is then translated at your terminal into a paper printout.

You must have a box of paper, a typewriter-like terminal and a little box (it may be hidden) called a data set (or modem or accoustic coupler) that hooks to the telephone line (or telephone). If you do not have these three things you are in trouble! Call Tallahassee! But if you do have these things, read on.

The CHOICES computer is connected to four different types of terminals:

1. Dedicated BSC43
2. Dedicated TTY43
3. Dial-Up TTY43 w/Internal Modem
4. Dial-Up TTY43 w/Separate Modem

Dedicated terminals have a telephone line from the wall to a data set (modem) and then a cable from the data set to the terminal. All BSC43 terminals are of this type.



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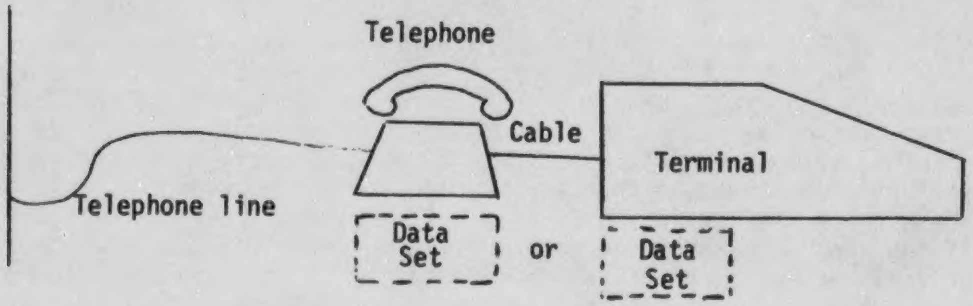
Dial-up terminals have a telephone line from the Wall to a telephone or data set and telephone and then a cable to the terminal.


Telephone
Cable
Terminal
Telephone line
Data Set
or
Data Set

If you can determine the type of terminal (BSC or TTY) and the type of hook-up (dedicated or dial-up), then you can identify the sign-on procedure that best fits you. These procedures are described on the following pages.

TTY43 DEDICATED (non dial-up) TERMINALS

CHOICES SIGN ON PROCEDURE

1. Turn the terminal ON. The On switch is located on the right side of the terminal back.

2. Be sure that the buttons on the right front part of the keyboard are set so that:

   (a) Parity button - down
   (b) Half-Duplex - normally up
   (c) 300 bps - normally up

3. The CAPS LOCK key should be down.

4. The red DATA light should be on steadily.

5. Type in *ASSIGN TO PROGRAM CHOICE (Push the RETURN key).

6. The terminal should return with:

   112A STATION _____ ASSIGNED TO PROGRAM CHOICE.

7. Type in ASSIGN (Push the RETURN key).

8. The terminal should return the following message:

   PLEASE TYPE YOUR TERMINAL IDENTIFICATION NUMBER.

9. Enter the Identification Number assigned to your site. (Push the RETURN key). Do not use any spaces, and be sure to use numeric keys only when you are typing in numbers. For example:

   DQR00112 (the 0's are zeros, not the letter O)

10. The terminal will then ask you to verify your site name. Respond with a "Y" or "N" (for Yes or No) and push the RETURN key.

11. The terminal will respond with the "News File" and then go to "WELCOME TO CHOICES".

12. Proceed normally with CHOICES.

DIAL-UP TTY43 TERMINAL WITH TELEPHONE AND INTERNAL MODEM

CHOICES SIGN ON PROCEDURE

1. The red TALK button on the terminal should be on steadily.

2. Pick up telephone receiver and wait for dial tone. Dial computer telephone number you have been assigned and wait for high frequency signal (data tone).

3. When you receive "data tone", push down the DATA button on terminal. Now the red DATA button should be on steadily.

4. Type in *ASSIGN TO PROGRAM CHOICE (Push the RETURN key).

5. The terminal should respond:

   112A STATION ____ ASSIGNED TO PROGRAM CHOICE

6. Type in ASSIGN. Push the RETURN key.

7. The terminal should return with the following message:

   PLEASE TYPE YOUR TERMINAL IDENTIFICATION NUMBER.

8. Enter the Identification Number assigned to your site. (Push the RETURN key). Do not use any spaces, and be sure to use only numeric keys when you are typing in numbers. For example:

   PQR00112 (the 0's are zeros, not the letter O).

9. The terminal will then ask you to verify your site name. Respond with a "Y" or "N" (for Yes or No). (Push the RETURN key).

10. The terminal will respond with the "News File" and then go to "WELCOME TO CHOICES".

11. Proceed normally with CHOICES.

DIAL-UP TTY43 TERMINAL WITH TELEPHONE AND SEPARATE DATA SET (MODEM)

CHOICES SIGN ON PROCEDURE

1. Set switch on front of data set to "talk" position.
2. Set switch on back right panel of data set to "originate" position.
3. The red LOCAL button on terminal should be on steadily.
4. Pick up telephone receiver, and wait for a dial tone. Dial computer telephone number that you have been assigned and wait for the high frequency signal (data tone).
5. When you receive the data tone, set the switch on the front of the data set to the "data" position and hang up the receiver.
6. Press DATA light on terminal, making sure it is on steadily.
7. Type in *ASSIGN TO PROGRAM CHOICE (Push the RETURN key).
8. The terminal should respond:

   112A STATION ____ ASSIGNED TO PROGRAM CHOICE
9. Type in ASSIGN. (Push the RETURN key).
10. The terminal should return with the following message:

    PLEASE TYPE YOUR TERMINAL IDENTIFICATION NUMBER.
11. Enter the Identification Number assigned to your site (Push the RETURN key). Do not use any spaces, and be sure to use only numeric keys when you are typing in numbers. For example:

    PQR00112 (the 0's are zeros, not the letter O).
12. The terminal will then ask you to verify your site name. Type in a "Y" or "N" (for Yes or No). Then push the RETURN key.

CHOICES SIGN ON PROCEDURE

1. Turn the terminal ON. The ON switch is located on the right back side of the terminal.
2. The CAPS LOCK key should be down.
3. The TERM ON LINE and LINE ACTIVE should be lit, if not depress it.
4. Press the BUFFER ENTER key.
5. Type in *ASSIGN TO PROGRAM CHOICE.
6. Press STORE key. SND RDY key will light up.
7. The terminal should return the following message:

   112A STATION ____ ASSIGNED TO PROGRAM CHOICE.
8. Press the BUFFER ENTER key.
9. Type in ASSIGN.
10. Press STORE key. SND RDY key will light up.
11. The terminal should return the following message:

    TYPE YOUR TERMINAL IDENTIFICATION NUMBER

CHOICES Sign On Procedure (continued....)

12. Press the BUFFER ENTER key.

13. Enter the Identification Number assigned to your site. Do not use any spaces, and be sure to use numeric keys only when you are typing in numbers. For example:

    DQR00112 (the 0's are zeros, not the letter O)

14. Press the STORE key.

15. The terminal then will ask you to verify your site name.

16. Press BUFFER ENTER key.

17. Type in "Y" or "N" (for Yes or No).

18. Press STORE key. SND RDY key will light up.

19. The terminal will respond with the "News File" and then go to "WELCOME TO CHOICES".

20. Each time you want to answer a question, press the BUFFER ENTER key, type in your message, then press the STORE

C. Troubleshooting & Problem Solving

Many simple terminal problems you should try to fix by yourself. Just remember, it will be hard for you to "hurt" the terminal. You can type in whatever you wish to the computer, since it will only respond to what it can understand anyway. So just try the simple "fixes" that are listed below, and if they don't work, just call Tallahassee. After all, you are paying for prompt repair service, and the terminal is no good if it isn't working.

TERMINAL TROUBLESHOOTING GUIDE

Symptom	Trouble	Corrective Action
No power to terminal i.e., no lights on.	Power cord not plugged into electrical outlet.	Plug cord in.
	Terminal not turned on.	Turn switch on back of terminal on.
	No current coming from electrical outlet.	Check outlet by plugging in a known working device.
	Blown fuse.	Check fuse in back of terminal; the little wire should not be broken.
Printer does not print characters properly.	Ribbon is not threaded correctly around printhead.	Open top of terminal, pull back release lever on right side of printhead, thread ribbon on inside of the two rollers, and press lever forward. Replace top of terminal.
Paper does not advance after you try to send a message.	Paper loaded incorrectly.	Reload paper.
	Terminal not connected to computer in Tallahassee.	Push red DATA light. DATA light should be on steady. If light is flashing, call Tallahassee.
No response on terminal after entering valid commands.	Telephone line problem.	Call Tallahassee.
Characters printed on terminal have black blocks printed between them. Example: A■S■S■I■G■N	Parity key on right front panel of terminal is set wrong.	Press parity key and re-enter characters. If problem continues, call Tallahassee.

Symptom	Trouble	Corrective Action
Light print.	Ribbon ink has run out.	Replace the ribbon.
	Printhead may be set for too far from the paper.	Open lid of the terminal, push the lever on right side of the printhead toward the roller.
Alarm light on.	Terminal is out of paper or paper is crooked	Load paper.
	Lever on left back side of the roller is stuck.	Pull lever foward and release.
	Top not down securely.	Pick the top up and firmly press it down on all edges to close it securely.

D. Helpful Terminal Operating Hints

1. When a question requires a number or group of numbers as a response, always use the numeric and not alphabetic keys.
2. When a question requires a series of numbers with commas between them, do not end the series with a comma.
3. Use the terminal guide applicable to your terminal for more detailed information about trouble.
4. Always try to fix as much trouble as possible using this troubleshooting section (it will save time and effort), but remember Tallahassee doesn't know you are having problems unless you call.

CHAPTER VI

CHOICES INFORMATION RESOURCES

A. Sources of CHOICES Information

If you are involved in counseling, you have long recognized the need for current, reliable information. Quite often, information is available (as pure data) but unusable to students because it is:

1. Statistical rather than descriptive in nature;
2. Referenced by an unfamiliar classification or grouping scheme rather than by particular occupations;
3. Actual occupational titles (i.e., published 1978 actual employment) rather than projections;
4. Actual occupational titles (i.e., 1978) rather than traditional and emerging careers that are projected to exist five or ten years from now; and
5. National in perspective rather than statewide or localized.

Data is not ever current. It always is collected at some point previous to its publication or use. Projections can be made from data, and made quite accurately if all the elements are correct. Information on the other hand, is the meaningful translation of data and its projections. That is to say, data is indicative of what has happened with some given conditions and at some past point. Projections are a way to relate that data to a future set of stated conditions. Information however, requires that your student understand what data and its projections mean in relation to him/her. Although as counselors we have concerns about data and projections, our major focus must be understanding and using information.

CHOICES can provide your students a wide variety of information based on the following topics:

Interests
Aptitudes
Temperaments
Educational Levels
Working Conditions
Future Outlook
Earnings
Hours of Work/Travel
Physical Demands
Physical Activities
Indoor/Outdoor
Career Fields

All of this information is stored as projections or "data sets" and is arranged by occupational title and location (U.S. vs Florida) using a series of written standards (Occupational Script Standards). CHOICES acts as a link between producers and consumers of career-related information by aggregating technical data and statistics from a variety of sources into a flexible, user-dictated system.

Florida CHOICES is a system that is designed to facilitate the counselor's transmittal of career, employment and educational information to students. One of the most vital requirements of any recognized career decision-making model is the availability of accurate and reliable information upon which to base decisions. CHOICES is continuously updated to ensure accuracy and reliability using the following guidelines:

1. Each existing occupation is reviewed annually for appropriateness of wage, educational, supply/demand characteristics;
2. Existing occupations that have been "flagged" by users as exhibiting inappropriate information are studied, corrected if necessary and input into the computer; and
3. New and emerging occupations are researched, coded and input into the computer when correcting existing occupations.

The occupational information file is extremely large, thus its potential for errors is great. Your feedback provides an important link for correcting inconsistencies and for identifying occupations to be included in CHOICES. You can help by sending the Center copies of any printouts displaying errors or by letting us know which occupations you would like to see added to the system.

The "normal" routes containing the information (Specific, Compare, Explore and Relate) are only a partial picture of the decision-making assistance available to your students via CHOICES. Suppose students want an immediate glimpse of construction jobs available in Miami. Your solution would be to guide them into the CHOICES/FSES Job Bank route. Although this route will require more intervention by you to translate the "data sets" provided into understandable information, it is an invaluable "right now, right here" indicator. Job Bank contains from 3 to 4 thousand jobs statewide and is updated daily.

As a counselor, you probably have experience using the Dictionary of Occupational Titles (DOT, 4th ed.). Florida CHOICES is arranged by DOT title and code, as well as by the Standard Occupational Classification (SOC) system. The SOC code uses seven functional digits at the DOT (9 digit) level. This code was designed in the 1940's by the U.S. Department of Labor. Its purpose is to "standardize" the various coding systems used by individual federal agencies (USOE, OES, SIC, Census, DOT and others) and to create a crosswalk between these various systems.

Without a standard code or crosswalk, accurate data on wages, training, education, and supply/demand is simple impossible to derive. The SOC was mandated for use in occupational data in 1976.

The DOT code uses an industry grouping (the first three digits) and data, people, things grouping (the second three digits). By comparison, the SOC uses grouping defined by the "type of work performed". This allows for the grouping of all managers together into a MAJOR GROUP (Managers) then differentiating this group using a tighter set of likenesses into a MINOR GROUP (Public Utilities Managers). This MINOR GROUP is then broken down into a more related UNIT GROUP (Communications Operations Managers) to finally display the occupational level DOT, seven digit SOC (Cable Supervisor). Florida CHOICES uses only the MAJOR GROUP and the DOT level groupings. The MAJOR GROUP level is referred to as the "CHOICES Number". Example:

SOC Classification	Florida CHOICES
Major Group:	Career Field:
Executive, Administrative & Managerial	Administration, Management & Business
(13) Administrators, Others	
Minor Group:	
Public Utilities Managers	
(134)	
Unit Group:	
Communications Operations Managers (1341)	
DOT/SOC Level:	CHOICES Number/Title:
Cable Supervisor (184.161-010) (1341-210)	1341-210 Cable Supervisor (184.161-010)

There are 21 Major Groupings i.e., Career Fields, used in CHOICES. The Miscellaneous Occupations category contains those few occupations that do not appear to "fit" in any of the major groupings. A consultant would be a good example of this type of occupation. The intent of this classification is that these occupations will be placed in an appropriate group at a later time.

The DOT and its associated data tapes provide most of the information used in initially coding the occupations found in CHOICES. Listed below are the basic elements and data sources for the Florida CHOICES Career File.

Element	Agency Source*	Document Source**
Occupational Code	DOL/NOICC	SOC Tapes/Printout
Occupational Title	DOL	DOT - 4th Edition
Supplementary Code	DOT	DOT - 4th Edition
Job Description		DOT based
Job Duties		DOT based
Interests		DOT - 3rd Ed., Vol II
Aptitudes	DOL/NOICC	GATB/DOT Crosswalk
Temperaments	DOL/NOICC	GED/DOT Crosswalk
Educational Level		DOT - 3rd Ed., Vol. II
Training Required		DOT - 3rd Ed., Vol. II, Sup.
Working Condition	DOL/NOICC	DOT - Crosswalk
Future Outlook	DOL/FLOICC/Other	OOH (U.S.), FSES Projec.
Earnings	DOL/FLOICC/Other	OOH (U.S.), FSES Projec.
Hours of Work/Travel	DOL/FLOICC/Other	OOH, GOE, Other
Physical Demands	DOL/NOICC	DOT - Crosswalk
Physical Activities	DOL/NOICC	DOT - Crosswalk
Indoor/Outdoor	DOL/NOICC	DOT - Crosswalk
Career Field	DOL/NOICC	SOC - First 2 Digits

*Agencies represented are:

DOL	U.S. Department of Labor
NOICC	National Occupational Information Coordinating Committee
FLOICC	Florida Occupational Information Coordinating Committee
Other	Various Florida state agencies publishing data; private industry groups and personnel associations throughout Florida; and, other sources referenced in "Other Sources of Occupational Information"

**All elements and sources are strictly defined within the Florida Career Information Delivery System/CHOICES Occupational Development Standards (Nov., 1981)

Comprehension and reading level are important criteria for effective information transfer. Florida CHOICES is written at approximately the sixth grade level. Edgar Dale's Living Word Vocabulary is a valuable tool we use to increase the readability of our materials. You may want to consider it as you design career resource materials for your students.

B. Using the CHOICES Index

The CHOICES Index is designed to aid students and counselors as they access the occupational data base. It is arranged in two sections: Alpha/Cross Reference and Career Fields.

The Alpha/Cross Reference listing portions of the index can be used when someone wishes to:

1. Find a Specific career title, particularly when something about the career is already known; or to

2. Pursue all the titles in an exploratory mode, from "A" to "Z".

Titles are displayed in two ways. The main title is listed in capital letters with the CHOICES number and the DOT number.

CHOICES #	CAREER TITLE
2610211	CARDIOLOGIST (070.101-014)

The cross referenced or alternate titles are indented and listed in small letters with the statement - see CHOICES #.

CHOICES #	CAREER TITLE
	Heart Specialist (see CHOICES #2610211)

The Career Fields Listing groups all the CHOICES occupations into twenty-one (21) major groups. Occupations are grouped by "similarity in work performed". The Career Fields are:

10. Administration, Management and Business
11. Engineers, Surveyors and Architects
12. Natural Scientists and Mathematicians
13. Social Scientists, Social & Religious Workers, Lawyers, Judges
14. Teachers, Librarians and Counselors
15. Health Diagnosing and Treating Professionals
16. Registered Nurses, Pharmacists, Dieticians, Therapists
17. Writers, Artists, Entertainers and Athletes

18. Health Technologists and Technicians
19. Technologists and Technicians (Except Health)
20. Marketing and Sales Occupations
21. Clerical Occupations
22. Service Occupations
23. Agriculture, Forestry, Fishers and Hunters
24. Mechanics and Repairers
25. Construction, Mining and Drilling
26. Production Workers and Machine Operators
27. Transportation and Material Moving Occupations
28. Material Handlers and Equipment Cleaners
29. Military Occupations (At this time there are no occupations in this category)
30. Miscellaneous Occupations

This section is beneficial for those who wish to:

1. Find all the occupations that are related by skills, work setting, academic major, etc. (Remember that the closer the first three or four digits of the CHOICES number the closer the relationship in "type of work performed") or to

2. Find the name of a particular occupation when you have only a number as this section is arranged in numerical sequence.

All jobs contained in CHOICES/Job Bank are available via the Specific portion of CHOICES.

CHAPTER VII

PRACTICAL CONSIDERATIONS

Before you decide how to use CHOICES, there are several practical considerations to resolve. They include:

- location of the terminal
- scheduling of students
- training of counseling staff
- introducing students to CHOICES
  (group session vs individual session)
- publicizing CHOICES in your school or agency

These questions will be discussed in this chapter:

A. Location of the Terminal

Ideally, a quiet room near the counselor is best. This allows for a degree of privacy and the student will feel comfortable knowing someone is nearby in case he/she has any difficulties or questions.

Privacy can be achieved by screens or baffles if a separate room is not available.

Preferably, the terminal should not be in a heavily trafficked area. Additionally, it should be away from work areas where people need a quiet environment. The terminal printer is somewhat noisy and this may be disruptive to other people's work.

If at all possible, locate the terminal close to your office. This makes it easy to periodically check on your students.

Because of the amount of reading clients will do, make sure the terminal area has sufficient lighting.

A small table adjacent to the terminal is a good idea. This gives clients room to work with their Guide Sheet and the Occupational Index, and a place to put personal belongings.

You may also wish to have a "carramate" and a "VIEW machine" available for your students to use in the area adjacent to your terminal.

B. Scheduling Terminal Use

A typical conversation between CHOICES and your student will last from 45 minutes to an hour. You will need to give some thought to scheduling to insure the most effective use of the terminal. Make sure you allocate some daily time for JBLIST, "walk-ins", and any other functions you may foresee.

When considering the use of the terminal, open access on a first come, first served basis is one approach but it is not necessarily the best. Students may give up in frustration if the terminal is occupied every time they try to use it.

Making scheduled appointments is a good method that will ensure that each of your students can use CHOICES at a predetermined time.

Many Counselors/Occupational Specialists will introduce CHOICES in the classroom and generate appointments for students at that time.

An appointment book can be maintained by a clerk, counselor-aide or secretary. Also, you may want to give students a small appointment card that includes their name, time and date of the appointment, information regarding cancellation of appointments, and the office phone number. A space is provided for this purpose in the Guidebook. A sample card is shown below:

Welcome to CHOICES! Your appointment is scheduled for:

NAME ____________________

DATE ____________ TIME _____

Please let us know if you cannot make this appointment by calling 337-5001. Thank you.

A good scheduling procedure will take some planning and coordination. But, having an organized method will save you time and eliminate scheduling frustrations.

C. Inservice of Counseling & Support Staff

CHOICES is a complex system that will require training and experience at the terminal if counselors are to use it effectively. Decisions will need to be made regarding the number of staff members who will be involved in the training and use of the system. One person needs to be involved in the receipt and coordination of CHOICES materials.

Ideally, all staff directly involved with career counseling should be familiar with CHOICES and its capabilities. Prior to scheduling students you may want to invite all staff--counselors, administrators, aides and support personnel--to a demonstration of the system. This encourages support for the program and helps advertise the system within your agency or school.

In small counseling offices training all counselors to use CHOICES has certain advantages. Your students will always have someone knowledgeable to help them with their pre-and post-counseling sessions. Much of the training must be in the analysis and use of the CHOICES print-out with individual students.

In larger offices it may be more feasible to train one or two counselors to deal with all students who want to use CHOICES. Students can then be referred to the system by other counselors.

D. Introducing Students to CHOICES

Students can be introduced to CHOICES in a group session or in individual sessions. Either method can be used, but each has advantages and disadvantages. You will have to determine which approach will work best for you.

GROUP SESSIONS

Advantages	Disadvantages
More effective use of counselor's time as a large part of the first session is spent explaining the system	Difficult to determine whether all members of the group need to use CHOICES.
Group session reduces repetition and saves time.	Student may get lost in the interaction and be reluctant to ask questions.
Members of the group can learn from the questions of others.	

INDIVIDUAL SESSIONS

Advantages	Disadvantages
Counselor can determine better whether or not the student needs to use CHOICES	Inefficient for large numbers of students.
Counselor can be more flexible in explanations, suiting the discussion to the individual student's needs.	

You may want to consider training support staff such as counselor aides or clerical personnel to start students on the terminal and answer general questions. Someone should always be there to assist students should you be unavailable.

May schools use student aides to start other students on the terminal, change paper and perform other terminal-related routine chores.

The methods you employ will be determined by the size of your counseling and support staff, the number and type of students served, and the physical dimensions of your agency.

One of your responsibilities as a CHOICES coordinator will be to introduce other staff to the system. Teachers, guidance/placement staffs and administrators need to be exposed to CHOICES. Often they can provide access to students by way of their classes, assemblies, and/or other large group situations. They may have tasks (such as program or course recruitment) that will be aided by CHOICES.

CHOICES can be an excellent public relations tool. In most cases, computers are "hot" items and generate much interest in the community. You may want to let people in your community know about CHOICES and what your school is doing to help students make good vocational decisions. Many schools have found that a feature article on CHOICES in the Sunday paper will stimulate general interest in the school as well as usage of CHOICES. Some schools, especially post-secondary institutions, allow nonstudents to use CHOICES at their sites. In this way, CHOICES can serve as a recruitment tool. Although no formal studies have been conducted, informal interviews with nonstudents indicate that their use of a career guidance or information system at the institution played a part in their decision to enroll.

Advertisement of CHOICES in the school newspaper is another way to get the word out to students. The classroom also provides an excellent medium for promotion of the system. You will probably find that once interest is generated, it will continue simply by students using the system. Your students will become one of your best means of promotion. Their referrals will provide a healthy influx of prospective users.

The above suggestions are meant to serve as guides to help you decide what will work best for you, your staff and students.

CHAPTER VIII

CAREER CENTER IDEAS

Organizing and maintaining a career center is a challenge, notwithstanding being a lot of hard work. CHOICES, of course, can be a focal point of your career center. This chapter, however, will offer ideas about both career counseling materials you may wish to order and some tips on center organization. This chapter reflects only those materials recommended by career counselors throughout Florida. Thanks goes to all the counselors and career counseling specialists who provided ideas for this chapter. Obviously, the following list of resources is by no means exhaustive. It does represent some of the materials now in use in career centers across Florida.

A. Career Center Resources

Reference Books and Directories

RESOURCE: Career Employment Opportunity Directory

DESCRIPTION: A guide to career opportunities for graduates in liberal arts, social sciences, business, English and science.

VENDOR: Ready Reference Press
P. O. Box 5169
Santa Monica, CA 90405

COST: $37.50 each book

AUDIENCE: Community college or above

RESOURCE: Summer Employment Directory of the United States

DESCRIPTION: A paperback directory of some 500,000 summer job openings offered at camps, resorts, hotels, ranches, etc.

VENDOR: Writer's Digest Books
9933 Alliance Road
Cincinnati, OH 45242

COST: $7.95

AUDIENCE: Community college students or older

Reference Books and Directories

RESOURCE: Directory of Summer Opportunity

DESCRIPTION: Lists job opportunities at camps, parks, ranches; college enrichment programs at major universities throughout the U.S. Professional athletic programs and travel programs for high school students and adults.

VENDOR: A.I.C., Inc.
P. O. Box 154
Andover, Mass. 01810

COST: $6.75

AUDIENCE: Community college or older

RESOURCE: Occupational Outlook Handbook

DESCRIPTION: A comprehensive source of information about occupations and their long-term employment outlook.

VENDOR: U.S. Government Printing Office
Washington, D.C.

COST: $8.00

AUDIENCE: All groups

RESOURCE: The College Blue Book

DESCRIPTION: A five volume series containing information on degrees offered by colleges; occupational information.

VENDOR: Macmillan Publishing
Front and Brown Street
Riverside, New Jersey 08370

COST: $160.00

AUDIENCE: High school and above

Reference Books and Directories

RESOURCE: American Firms in Foreign Countries

DESCRIPTION: A series of spiral directories of multinational companies which lists the name and address of the parent U.S. company, and describes the company operation and product. Each book focuses on a country.

VENDOR: World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017
212-697-4999

COST: $10.00 or above each book

AUDIENCE: University

RESOURCE: Financial Aid for Graduate Students

DESCRIPTION: A new source which lists individual grants by the granting foundations.

VENDOR: The Foundation Center
888 Seventh Avenue
New York, NY 10016

COST: $15.00

AUDIENCE: University Graduate Students

RESOURCE: Dictionary of Occupational Titles

DESCRIPTION: An up-to-date source of descriptions for the majority of occupations in the American economy.

VENDOR: U.S. Department of Labor
Regional Administrator
Employment and Training Administration
1371 Peachtree Street, N.E., Room 405
Atlanta, GA 30309

COST: $23.00

AUDIENCE: High school and above

Reference Books and Directories

RESOURCE: Division of Vocational Education - Planning Standards

DESCRIPTION: A listing of courses and programs offered at the secondary and post-secondary levels in Florida.

VENDOR:
State of Florida Department of Education
Division of Vocational Education
Dissemination and Diffusion Section
Tallahassee, FL 32301

COST: $5.00 (in state) $10.00 (out of state)

AUDIENCE: Helpful to counselors

RESOURCE: Florida Association of Independent Colleges and Universities

DESCRIPTION: A listing of independent colleges in the state of Florida.

VENDOR:
Florida Department of Education
Knott Building
Tallahassee, FL 32301

COST: Free

AUDIENCE: High school and above

RESOURCE: Florida Education Directory

DESCRIPTION: A listing of Florida's public schools, public and private colleges and universities and the staff of the Department of Education.

VENDOR:
Florida Department of Education
Knott Building
Tallahassee, FL 32301

COST: Free

AUDIENCE: Useful for counselors

Reference Books and Directories

RESOURCE: Florida Post-Secondary Education Directory

DESCRIPTION: A listing of job-preparatory programs offered at the post-secondary level in Florida's public schools.

VENDOR:
State Department of Education
Division of Vocational Education
Dissemination and Diffusion Section
Knott Building
Tallahassee, FL 32301

COST: $17.50

AUDIENCE: High school and above

RESOURCE: Lovejoy's Career and Vocational School Guide

DESCRIPTION: A guide to schools which offer special job training for the handicapped, location of training programs for over 250 occupations, and how to get on-the-job training.

VENDOR:
Simon and Schuster Publishing Company
1230 Avenue of the Americas
New York, NY 10020

COST: $4.95

AUDIENCE: High school and above

RESOURCE: Occupational Information Library for the Blind

DESCRIPTION: A D.O.T. based, job information file which gives job requirements, employment outlook, earnings, etc. especially referenced for blind users.

VENDOR:
Occupational Information Library for the Blind
1401 Ash Street
Detroit, Michigan 48208

COST: N/A

AUDIENCE: Counselors of the blind

Paperbacks

RESOURCE: VGM Career Horizon - A Division of National Textbook

DESCRIPTION: Series of small paperbacks which outline people and their perspectives on the job.

VENDOR: VGM Career Horizon
8259 Niles Center Road
Skokie, IL 60077

COST: $4.46 each

AUDIENCE: High school or above

RESOURCE: The Metropolitan New York Job Bank
The Metropolitan Boston Job Bank

DESCRIPTION: An Industry guide to big cities on the East Coast. These paperbacks provide details about the companies and hints toward obtaining jobs. (New)

VENDOR: Bob Adams, Inc.
30 Kinross Road
Brookline, MA 02146
617-277-1373

COST: $9.95 (New York)
$5.95 (Boston)

AUDIENCE: Graduating college students

RESOURCE: Job Search

DESCRIPTION: Paperbacks grouped by college majors which describe job opportunities at particular companies; gives job hunting hints; lists placement services; work available for consulting in a field; research opportunities available at universities.

VENDOR: R. B. Vleck Assoc.
Job Search
Box 3069
Gaithersburg, MD 20878

COST: $9.95 each career field

AUDIENCE: Community college, university or above

Paperbacks

RESOURCE:	Rosen Career Guidance Series
DESCRIPTION:	Individual books on particular careers written by people in that field; very interesting, give many insights into occupation.
VENDOR:	ARCO 213 Park Avenue, South New York, NY 10003
COST:	\$1.95 each book
AUDIENCE:	High school and above

RESOURCE:	Vocational Biographies
DESCRIPTION:	Series of informally written, first person stories of people and their jobs. Each entry also has a question/answer section. A 2-3 page list of "for further information" follows each story. Excellent source of places to write for "vertical file" material.
VENDOR:	Vocational Biographies P. O. Box 31 Dept. EO South Centre, Minnesota 56378
COST:	\$128.50 for 7 new volumes
AUDIENCE:	High school and above

Interest Inventories or Evaluation Tools

RESOURCE:	Career Assessment Inventory
DESCRIPTION:	An easy to read 305 item inventory which has students choose likes and dislikes and relates these to success at various occupations.
VENDOR:	National Computer Systems 4401 West 76th Street Minn., MN 55435
COST:	\$8.00$^+$ for 50; manual-\$12.00; computerized scoring-\$12.00$^+$
AUDIENCE:	Jr. high and above

Interest Inventories or Evaluation Tools

RESOURCE:	The Quick Job Hunting Map - by Richard Bowles and Victoria Zenoff
DESCRIPTION:	A unique 30+ page book which offers self study exercises. The book directs people to assess their talents and skills to see how they can be transferred to the world of work. Two other volumes address organizing a job search and how to find job openings.
VENDOR:	Ten Speed Press P. O. Box 7123 Berkeley, CA 94707
COST:	$1.50 each
AUDIENCE:	High school or above

RESOURCE:	Strong - Campbell Interest Inventory
DESCRIPTION:	A 12 page interest inventory based on Holland's themes; computer scored.
VENDOR:	MINCOMP 5680 S. Syracuse Circle Englewood, CO 80111
COST:	$3.25 each
AUDIENCE:	High school or above

RESOURCE:	Kuder - Form DD Occupational Interest Survey
DESCRIPTION:	A survey which deals with occupational success based on interests and also relates successful completion of a college major to job success.
VENDOR:	Science Research Associates, Inc. 155 North Wacker Drive Chicago, IL 60606
COST:	$4.50+ per set - 20 tests per set (includes computerized scoring)
AUDIENCE:	High school or above

Interest Inventories or Evaluation Tools

RESOURCE: Picture Interest Exploration Survey

DESCRIPTION: A non-reading, pictorial survey which is good for exceptional students as well as others.

VENDOR:
Education Achievement Corporation
P. O. Box 891 - 707 Nicolet
Winter Park, FL 32789

COST: $3.50 each

AUDIENCE: Exceptional students, non-readers

RESOURCE: World of Work Inventory

DESCRIPTION: A computerized interest inventory which profiles a student's career interest areas, vocational training potentials and personal work satisfiers.

VENDOR:
World of Work, Inc.
2923 North 67th Place
Scottsdale, AZ 85251

COST: $2.40 each

AUDIENCE: High school and above

RESOURCE: VDARE (The Vocational Diagnosis and Assessment of Residual Employability)

DESCRIPTION: A concise inventory which assesses work history and suggests job possibilities. It is based on the D.O.T. and easy to use.

VENDOR:
VDARE Service Bureau
P. O. Box 55
Roswell, GA 30077

COST: $19.95 training manual; answer sheets $18.00 per 100

AUDIENCE: Adults in transition; handicapped

Interest Inventories or Evaluation Tools

RESOURCE: USES Interest Inventory and Interest Checklist

DESCRIPTION: These instruments were developed by the U.S. Department of Labor (1981), Employment Service and based on the Guide for Occupational Exploration and the D.O.T. They are part of an assessment component including the GATB, USES Interest Inventory and the Interest Checklist. The Interest Inventory consists of 162 job activities, occupational titles and life experiences which correspond to the G.O.E. The Interest Checklist consists of 210 tasks keyed to work groups of the G.O.E.

VENDOR: INTRAN Corporation
4555 West 77th Street
Minn. MN 55435

COST: $9.00 for 100, administration manual $4.00

AUDIENCE: High school and above

Periodicals and Newsletters

RESOURCE: Grants Register

DESCRIPTION: A newsletter which provides information on available grants on a bi-monthly basis.

VENDOR: Macmillan Press, Ltd.
St. Martin Press
175 Fifth Avenue
New York, NY 10010

COST: N/A Bi-monthly

AUDIENCE: College or college bound students

RESOURCE: Scholarships, Fellowships and Loans

DESCRIPTION: A bi-monthly newsletter which provides information on current available scholarships, fellowships and loans.

VENDOR: Bellman Publishing
P. O. Box 164
Arlington, Mass 02174

COST: $27.40 Bi-monthly

AUDIENCE: College or college bound students

Periodicals and Newsletters

RESOURCE: The Graduate

DESCRIPTION: A sophisticated magazine designed for graduating college students. Presents a broad range of topics of interest to this group. "A handbook for leaving school."

VENDOR:
13 - 30 Corporation
505 Market Street
Knoxville, TN 37902
615-637-7621

COST: 200 copies for $190.00

AUDIENCE: Graduating university students

RESOURCE: Career World

DESCRIPTION: A magazine for high school students which is entertaining but also provides useful career information.

VENDOR:
Curriculum Innovations, Inc.
Career World
3500 Western Avenue
Highland Park, IL 60035
312-432-2700 or 1-800-323-5471

COST: $3.95 per student (2 issues)

AUDIENCE: High school students

RESOURCE: International Transitions

DESCRIPTION: New, creative tabloid which focuses on studying and working abroad. Gives ideas about budget, travel and educational opportunities.

VENDOR:
Transitions
18 Hulst Road
Amherst, MA 01002

COST: $6.00 quarterly

AUDIENCE: Anyone considering study abroad

Periodicals and Newsletters

RESOURCE: Professional Job Listings

DESCRIPTION: An up-to-date national listing of professional openings in the United States. The listing is grouped by state and topic. Addresses, salary ranges and names of personnel directors are given.

VENDOR: National Employment Listing Service
Texas Criminal Justice Center
Sam Houston State University
Huntsville, TX 77341

COST: $16.00 - 1 year subscription (monthly)

AUDIENCE: University graduates

RESOURCE: Life Work Planning

DESCRIPTION: A bi-monthly publication (newsletter) by Richard Bowles (What Color Is Your Parachute?) which provides food for thought for anyone involved in career counseling; relaxed style.

VENDOR: National Career Development Project
Subscriptions
P. O. Box 379
Walnut Creek, CA 94597
415-935-1865

Books

RESOURCE: What Color Is Your Parachute?
Where Do I Go From Here With My Life?
Three Boxes

DESCRIPTION: Three books written by Richard Bowles which provide help with career decision making in a down-to-earth, practical way.

VENDOR: *Ten Speed Press
P. O. Box 7123
Berkley, CA 94707

COST: $7.95

AUDIENCE: Adults

*usually available at local bookstores

Books

RESOURCE: Career Planning - Bruce Shertzer
Freedom To Choose - 2nd Edition

DESCRIPTION: A soft-cover text to be used in college classes for occupational information, orientation to college, self study and understanding occupational exploration and educational and career planning.

VENDOR: Houghton Mifflin Company

Boston, MA

COST: N/A

AUDIENCE: Career planning classes

RESOURCE: How To Write A Better Resume - by Adele Lewis

DESCRIPTION: A creative, to the point book which aids job seekers in the fine art of resume writing.

VENDOR: Barron's Educational Services, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

COST: $3.95

AUDIENCE: Community college; adults

Audio Visual

RESOURCE: Microfiche College Catalog Service

DESCRIPTION: A complete guide to all U.S. post-secondary institutions delivered via a microfiche of the institution's catalog. Updated 4 times a year.

VENDOR: Microfiche Catalog Service
8090 Engineer Road
San Diego, CA
714-560-8051 or 1-800-854-2670

COST: $500.00 per year

AUDIENCE: High school or above

Audio Visual

RESOURCE: Florida VIEW

DESCRIPTION: Microfiche library of career and institutional information specific to Florida. Contains information on over 575 jobs and over 360 public and private institutions; updated yearly.

VENDOR: The Center for Career Development Services
Department of Education
Knott Building
Tallahassee, FL 32301

COST: $125.00

AUDIENCE: Middle school and above

RESOURCE: Micro VIEW

DESCRIPTION: A computerized version of Florida VIEW designed especially for middle school and junior high users.

VENDOR: The Center for Career Development Services
Department of Education
Knott Building
Tallahassee, FL 32301

COST: N/A Call 1-800-342-9271

AUDIENCE: Middle school and junior high school

RESOURCE: Fascinating World of Work

DESCRIPTION: A filmstrip/tape series of over 66 job titles. The series goes into values clarification. Gives a realistic approach to job situations; describing good and bad on-the-job experiences.

VENDOR: National Career Consultants
1300 East Arapaho Road
Richardson, TX 75081

COST: $40.00 per film strip

AUDIENCE: High school students and above

Audio Visual

RESOURCE: College Choice Centers

DESCRIPTION: Current, video cassette cartridges which "tell the story" about universities and colleges in Florida. Each cassette is both informative and entertaining.

VENDOR: Learning Resource Network
P. O. Box 3416
Durham, NC 27702
1-800-334-1638

COST: Free and the vendor provides all equipment (on loan) consisting of a cart and video storage unit and a compact video viewer.

AUDIENCE: High school and above

RESOURCE: Pathescope Educational Films, Inc.

DESCRIPTION: Filmstrip and cassette series with teacher's guide. Each filmstrip focuses on a particular career. Current selection has over 33 careers.

VENDOR: Pathescope Media, Inc.
71 Weyman Avenue
New Rochelle, NY 10802
904-732-2845 or 1-800-431-1060

COST: $50.00 each kit

AUDIENCE: High school or above

RESOURCE: Florida Apprenticeships (film)

DESCRIPTION: A 15 minute color film which describes the apprenticeship system in Florida showing a variety of trades with an emphasis on the participation of women and minorities in non-traditional work settings.

VENDOR: Center for Career Development Services
Department of Education
Knott Building
Tallahassee, FL 32301

COST: Available on a limited loan basis

AUDIENCE: High school and above

Audio Visual

RESOURCE: Southern Bell - "A Career Is Calling"

DESCRIPTION: A film and series of light activity masters; the film focuses on jobs in the Bell system and the ditto masters are self awareness activities.

VENDOR: Southern Bell
Contact your local educational representative

COST: Free

AUDIENCE: High school

RESOURCE: Southern Bell Films

DESCRIPTION: Over 40 films from 8 minutes to half an hour which focus on electronic communication, human relations, safety, etc.

VENDOR: Southern Bell Film Library
4705-F Bakers Ferry Road
Atlanta, GA 30336

COST: Free

AUDIENCE: High school

RESOURCE: Florida Power and Light Educational Services

DESCRIPTION: A host of films and program packages including handouts, cartoon booklets, materials to do scientific experiments which cover a number of topics including career education.

VENDOR: Educational Services Coordinator
Corporate Communications
Florida Power and Light
P. O. Box 529100
Miami, FL 33152
305-552-3893

COST: Free

AUDIENCE: K-12

Booklets

RESOURCE: "About Getting A Job"

DESCRIPTION: A colorful 15 page booklet which gives many useful bits of information "about getting a job" in a cartoon format.

VENDOR: Florida Power and Light
Florida Aids for Classroom Teachers
Educational Services Coordinator
Corporate Communications
P. O. Box 529100
Miami, FL 33152 305/552-3893

COST: Free

AUDIENCE: High school and above

RESOURCE: The Jungle Guide

DESCRIPTION: A humorous, informative booklet; printed on newsprint featuring tips for a successful job search. Includes information on such things as obtaining a social security card and preparing a resume.

VENDOR: Center for Career Development Services
Department of Education
Knott Building
Tallahassee, FL 32301

COST: 30¢ each

AUDIENCE: Junior high and above

RESOURCE: "Facing Facts About Planning For Your Career"

DESCRIPTION: A 30 page career planning booklet intended primarily "for high school students who plan to work after graduation."

VENDOR: Prudential Insurance Company
P. O. Box 36
Newark, New Jersey 07101

COST: Free

AUDIENCE: High school and above

Hands On Assessment

RESOURCE: Talent Assessment Program

DESCRIPTION: A "series of ten hands-on assessment tests using common work tools and materials....which measure innate vocational aptitudes of many individuals including the handicapped, disadvantaged and regular vocational students."

VENDOR:
Talent Assessment, Inc.
P. O. Box 5087
Jacksonville, FL 32207
904-731-1415

COST: $3,450 which includes inservice training

AUDIENCE: Vocational, handicapped, disadvantaged, and others

B. Center Organization

Every career center had a beginning, a time when decisions were made regarding the organization of the space of the center, the materials to be purchased and the best way to provide the available resources to users.

This part of the chapter will focus on tips for beginning a career center or improving upon your current operation. Those wishing further assistance with designing a career center may wish to request a copy of the publication "Career Resource Centers.....Where Students Focus on the Future." This handbook is a very comprehensive guide to establishing career centers and may be obtained from Orange County Occupational Placement Specialist Program Coordinator Ida Zucca.

Mary Jo Perry, Director of Counseling, Palatka High School suggests the following method for organizing a center. Mary Jo designed and directs a career center now serving a tri-county area; St. Johns, Clay and Putnam counties. Even though some of you do not serve a high school population, many of the ideas should still prove useful.

10 Point Plan To Begin A Career Center

1) Scour the library and locate all career oriented materials you may already have. Make good friends with the librarian so you can relocate these materials in your center. You may even want to start your center in the library. Accrediting committees look favorably on cooperation of staff and increased utilization of materials.

2) Scour your community for all the "freebies" you can collect. The American Legion, the Chamber of Commerce, Southern Bell, the Florida State Employment Service, the military recruiters, the National Guard, and major industry all can be particularly helpful.

3) Find or create a classification system that works for you. It may be a combination of systems. I am partial to a combination of the USOE, the Guide for Occupational Exploration (GOE) system and my own mini-center concept. It is important that your system reflect your needs.

4) Select and train a group of student aides, peer counselors or library assistants to staff your center. I have a suggested training program available.

5) Go to your professional conferences, FPGA, Career Education, FVA and take in the sessions. Ask questions to fill in the gaps.

6) Scan the many catalogs for materials available and develop a want list. Convince others of your "needs" for funding. Materials for your center can come through guidance budgets, vocational and O.S. budgets, principal's funds, library funds, advisory councils, or even community groups.

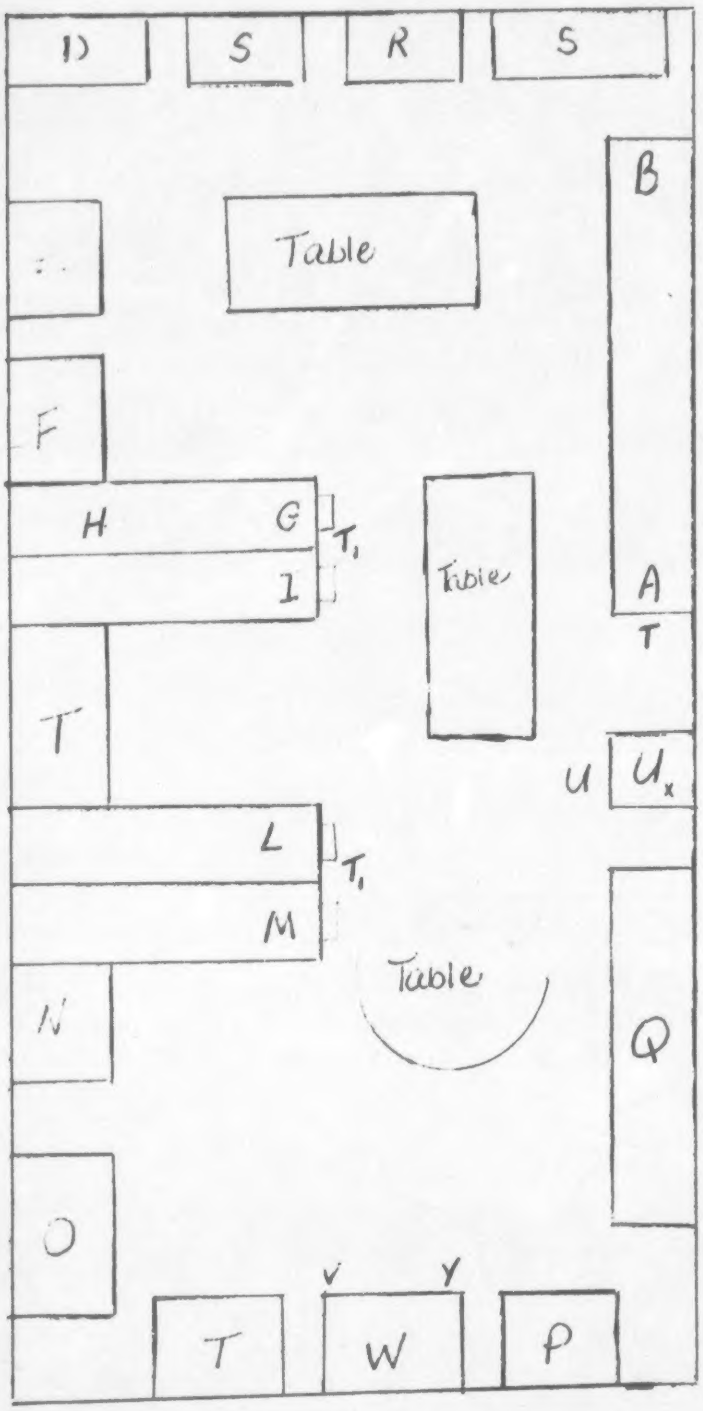
7) Some basic equipment to consider includes: micro-fiche readers, filmstrip/tape players (as Singer Study-Mates), slide/tape players (as Caramate), pamphlet racks, study carrels, tables, chairs, bookshelves. Extras could include a computer terminal (CHOICES, etc.), a photo-copy machine, a microfilm reader/printer, a film cassette library (as Learning Resources Network) or video-tape equipment. How many pieces of equipment will depend upon the size of your student body and your center.

8) Visit existing career centers, you always come away with at least one new idea.

9) There are multitudes of filmstrips, tapes, books, etc. available for purchasing. One way to determine what to get is to consider the needs of your students. What does your follow-up survey tell you of them? Conduct a needs survey if no answer is available.

10) There are several must haves:
  - the D.O.T. (Dictionary of Occupational Titles)
  - the O.O.H. (Occupational Outlook Handbook)
  - the G.O.E. (Guide for Occupational Exploration)
  - a college profile series
  - *Florida VIEW
  - materials on employability skills and all materials put out by the Center for Career Development Services, Department of Education, Tallahassee.

The following is a schematic of Palatka High School's career center and a brief description of each interest center.



KEY

A)	FLORIDA VIEW; books to reference VIEW careers
B)	Caramate projector with slides on career center; CHOICES program
D)	Books on college entrance tests, financial aid, scholarship info
E)	College/vo-tech catalogs
F)	College & career periodicals and cassette (film) library
G)	Interest Checklists
H)	Project booklets about careers
I)	USOE career cluster info (may be "checked out")
L)	Above
M)	Getting A Job Hints
N)	Getting A Job filmstrip table
O)	CHOICES computer terminal
P)	Career filmstrips
Q)	Career study carrels with filmstrips
R)	Pamphlets, files, newspapers, magazines, college roll-a-dex
S)	Free to take college pamphlets
T)	2 racks pamphets on technical careers
T_1)	Non-technical career pamphlets
T_2)	Pamphlets for job hunting, resume writing, etc.
U)	File of college applications; vertical file of special career info
U_x)	Index to career center (located on file)
V)	Career encyclopedias, handbooks
W)	Military information
Y)	For teachers only: career infusion materials

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APPENDIX

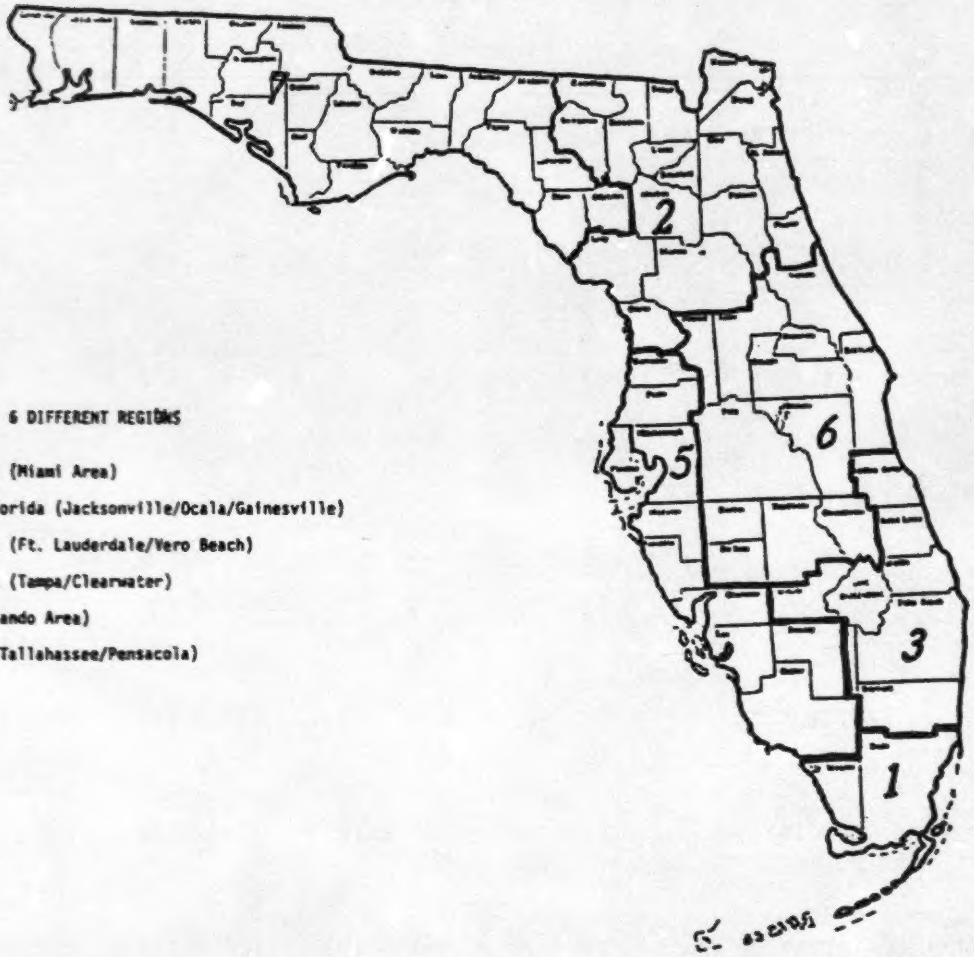
The GATB CHOICES Crosswalk

CONVERSION TABLE FROM GATB RAW SCORES

TO CHOICES APTITUDE LEVELS*

GATB APTITUDE FACTORS	CHOICES APTITUDE LEVELS**			
	4	3	2	1
G-General Learning Ability	80 - 95	96 - 112	113 - 127	128 and above
V-Verbal Aptitude	79 - 92	93 - 107	108 - 121	122 and above
N-Numerical Aptitude	77 - 93	94 - 110	111 - 127	128 and above
S-Spatial Perception	81 - 98	99 - 116	117 - 134	135 and above
P-Form Perception	79 - 98	99 - 118	119 - 137	138 and above
Q-Clerical Perception	87 - 102	103 - 119	120 - 135	136 and above
K-Eye/Hand Coordination	81 - 96	97 -112	113 - 128	129 and above
F-Finger Dexterity	69 - 86	87 - 101	102 - 122	123 and above
M-Manual Dexterity	70 - 77	78 - 116	117 - 134	135 and above

Florida State Employment Service
Job Bank Areas Map



6 DIFFERENT REGIONS

1. Southeastern Florida (Miami Area)
2. Northeast Central Florida (Jacksonville/Ocala/Gainesville)
3. East Central Florida (Ft. Lauderdale/Vero Beach)
5. West Central Florida (Tampa/Clearwater)
6. Central Florida (Orlando Area)
7. West Florida (Perry/Tallahassee/Pensacola)

Region 1

REGION	OFFICE NUMBER	CITY	ADDRESS	ZIP CODE	TELEPHONE #
Region 1	4213	Hialeah	515 S.W. 9th St.	33012	305-557-2770
	4265	Homestead	510 N. Krome Ave.	33030	305-247-9323
	4180	Key West	3100 Flagler St.	33040	305-296-8512
	4214	Miami Refugee	1350 N.W. 12th Ave.	33142	305-325-2979
	4255	Perrine	840 Perrine Ave., Rm 450	33157	305-238-7861
	4215	N. Miami Beach	133 N.E. 167th St.	33162	305-651-0780
	4219	Miami Downtown	1350 N.W. 12th Ave.	33142	305-325-2668

REGION	OFFICE NUMBER	CITY	ADDRESS	ZIP CODE	TELEPHONE #
gion 2	4160	Gainesville	315 S.E. 2nd Ave.	32602	904-372-4355
	4176	Jacksonville Downtown	215 Market St.	32202	904-358-2300
	4185	Lake City	1430 S. 1st St.	32055	904-752-3121
	4220	Ocala	1007 S.W. 1st Ave.	32670	904-622-4291
	4240	Palatka	114 N. 19th St.	32077	904-325-5361

REGION	OFFICE NUMBER	CITY	ADDRESS	ZIP CODE	TELEPHONE #
Region 3	4100	Belle Glade	1500 N.W. Ave. L	33430	305-996-3067
	4135	Ft. Lauderdale	105-107 E. Broward	33302	305-467-4550
	4320	Pompano Beach	1301 W. Copans Rd.	33064	305-979-6950
	4305	West Palm Beach	2711 Exhange Ct.	33402	305-689-4241
	4145	Fort Pierce	2210 Orange Ave.	33454	305-464-6600
	4165	Hollywood	4205 Hollywood Blvd.	33022	305-987-3550

REGION	OFFICE NUMBER	CITY	ADDRESS	ZIP CODE	TELEPHONE #
Region 5	4105	Bradenton	321 15th St., W.	33505	813-747-2921
	4304	Brandon	710 Oakfield Dr.	33511	813-272-2292
	4110	Clearwater	2312 Gulf-to-Bay	33902	813-442-5151
	4140	Ft. Myers	2345 Union St.	33902	813-334-1139
	4270	St. Petersburg	525 Mirro Lake Dr.	33733	813-893-2417
	4285	Sarasota	2139 Main St.	33578	813-365-0511
	4301	Tampa Downtown	305 E. Cass St. Suite 100	33601	813-272-2280
	4302	Tampa North	1441 E. Fletcher Ave., Suite 2175	33612	813-272-2445
	4170	Naples	1036 6th Ave., N.	33941	813-262-6201
	4171	Immokalee	212 S. 1st St.	33934	813-657-3128

REGION	OFFICE NUMBER	CITY	ADDRESS	ZIP CODE	TELEPHONE #
Region 6	4115	Cocoa	840 Forrest Ave.	32922	305-636-5511
	4120	Daytona Beach	702 S. Ridgewood Avenue	32015	904-255-2461
	4190	Lakeland	515 E. Lemon St.	33802	813-682-7116
	4195	Leesburg	206 N. 3rd St.	32748	904-787-2213
	4205	Melbourne	2235 S. Babcock St.	32901	305-723-0641
	4226	Orlando	3421 Lawton Rd.	32803	305-423-6350
	4280	Sanford	200 S. French Ave.	32771	305-322-7322
	4130	Sebring	1408 Fairmont Dr.	33870	813-385-0121
	4310	Winter Haven	401 5th St., N.W.	33880	813-294-3113
	4315	Winter Park	State Office Bldg. Morse Blvd.	32789	305-644-1441

REGION	OFFICE NUMBER	CITY	ADDRESS	ZIP CODE	TELEPHONE #
Region 7	4155	Ft. Walton Beach	130 Staff Dr.	32549	904-242-8151
	4200	Marianna	218 Caledonia	32446	904-482-2051
	4245	Panama City	114 E. 9th St.	32401	904-763-4645
	4250	Pensacola	236 W. Garden St.	32596	904-432-7651
	4260	Perry	1201 Martin Luther King Drive	32347	904-584-7604
	4290	Tallahassee	1307 N. Monroe St.	32302	904-488-8701

100

GLOSSARY

APTITUDES - A topic a student may use to explore occupations. CHOICES uses the same nine aptitudes measured by the General Aptitude Test Battery (GATB) to select occupations.

ASSIGN - A command that starts the CHOICES program on the terminal. The computer response is "You are assigned to CHOICES. Type in your terminal I.D. number."

CAREER FIELDS - A topic students may use to explore occupations according to the type of work performed and/or skills needed.

CAREER FILE - The data base containing career and job opening information.

CCDS - Center for Career Development Services. The Florida Department of Education agency responsible for delivering CHOICES.

CHOICES - Computerized Heuristic Occupational Information Career Education System. An acronym for the computerized career guidance system developed by the Canadian Employment and Immigration Commission.

CLOSE - A command that takes you out of CHOICES. The computer response is "You are unassigned from CHOICES."

COMMANDS - Messages typed on the terminal to ask the computer to perform a special function, or to stop or start the terminal.

COMPARE - A route used to compare two or three occupations. Especially helpful for students who have narrowed their career decisions to a relatively few occupations.

COMPUTER LOGIC - The process used by the computer to interpret students' responses into information.

CONVERSATION - The interaction between the computer and the student.

DATA SET - Small box at terminal site that changes telephone signals into signals that can be interpreted by the terminal.

DEDICATED TERMINAL - A configuration in which the terminal is directly connected to the CHOICES computer by a long distance telephone line.

DIAL-UP TERMINAL - A configuration in which a telephone handset is needed to make connection with the CHOICES computer.

DOT - Dictionary of Occupational Titles. An occupational classification system developed by the U.S. Department of Labor.

EARNINGS - A topic students may use to explore occupations according to desired salary needs or to find out about the earning potential of selected occupations.

EDUCATION FILE - The data base containing information about Florida's post-secondary schools and programs.

EDUCATION LEVEL - A topic allowing students to use their current or proposed educational level to explore occupations, or to find out about the required educational levels of selected occupations.

EXPLORE - A route students can use to identify potentially satisfying occupations by using selected topics. This is a most useful route for students who do not have definite occupational goals.

FSES - Florida State Employment Service.

FUTURE OUTLOOK - A topic allowing students to explore occupations by future outlook or to find out the future outlook of selected occupations.

GATB - General Aptitude Test Battery. An aptitude test measuring one's aptitudes in nine skill areas.

GUIDEBOOK - A workbook to be completed by the student prior to using CHOICES, explaining the various routes and topics of the system.

HOURS OF WORK/TRAVEL - A topic allowing students to explore occupations by selecting hours of work or travel requirements they do not want or find out the hours of work/travel required by selected occupations.

INDEX - A cross-reference document giving SOC code and DOT code for each occupation, both in Alphabetical and Major Group arrangement.

INSIDE/OUTSIDE CONSIDERATIONS - A topic that students may use to explore occupations or to find out about the conditions of selected occupations.

INTERESTS - A topic students may use to explore occupations according to their preferences for certain types of activities or to find out about the interests associated with selected occupations.

JBLIST - A program that lists available jobs at a specified FSES office.

JOB BANK - A route used to give students a printout of available jobs listed with FSES throughout Florida.

LIST - A command used in EXPLORE to obtain a list of occupations if the total number remaining is less than 100.

LONG - A command that allows you to return to the conversational version of CHOICES after using SHORT.

NEWS - A command that prints the CHOICES news from Tallahassee.

ONJBANK - A command to start Job Bank.

PHYSICAL ACTIVITIES - A topic students may use to explore occupations according to the highest level of physical activity they would be willing to accept or to learn the physical activities of selected occupations.

RELATED - A route students may use to identify occupations that share the same characteristics as other familiar occupations.

REPEAT - A command that generates a reprint of the last message received from the computer.

RESTART - A command that readys the terminal for the next conversation with CHOICES.

ROUTES - The five major methods of obtaining occupational information from CHOICES. These routes are EXPLORE, COMPARE, RELATED, SPECIFIC, and JOB BANK.

SHORT - A command that allows the counselor to enter the abbreviated version of CHOICES.

SIGN-ON - The procedure used to establish contact with the computer program.

SIMILAR OCCUPATIONS - A topic available in the SPECIFIC and COMPARE routes that identifies occupations similar to a selected occupation.

SPECIFIC - A route that provides in-depth information about one selected occupation.

SUMMARY - A command that generates the counselor's summary at any point in the student's conversation.

SUMMARY OF WORK PERFORMED - A topic available in the SPECIFIC and COMPARE routes that describes the major work duties of selected occupations.

TEMPERAMENTS - A topic a student may use to explore occupations by indicating preferences for ways of performing in the world of work or to find the temperaments associated with selected occupations.

TERMINAL - The keyboard device the student uses to interact with CHOICES.

TOPICS - The fourteen categories of information that CHOICES uses to describe and explore occupations.

TRAINING REQUIRED - A topic describing the amount of training required to enter specific occupations.

WORKING CONDITIONS - A topic students may use to explore occupations according to the working conditions they would not accept in a work environment or to find out about the environmental conditions of selected occupations.